ED 344 981   AA 001 225

Resources in Education (RIE). Volume 27, Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 344 982   CE 059 425

Spence, Weymouth
Follow-Up Survey of the 1988-1989 Radiography Graduates of Middlesex Community College.
PUB DATE- Oct 90
NOTE- 45p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); *Allied Health Occupations Education; Community Colleges; Entry Workers; Graduate Surveys; Higher Education; *Needs Assessment; *Participant Satisfaction; Program Effectiveness; *Program Evaluation; *Radiologic Technologists; Teaching Hospitals; Two Year Colleges
IDENTIFIERS- MIddlesex Community College CT

A graduate follow-up survey evaluated student outcomes for the radiography program at Middlesex Community College/Middlesex Memorial Hospital (Connecticut). The program prepares students for entry-level employment as radiographers. The questionnaire, based on input from program officials and respondents, was mailed to 14 1988 and 1989 graduates. Based on a 100 percent response, the results indicated overall student satisfaction with the curriculum, employment, and registry examination results. Graduates suggested some changes: more efficient use of positioning laboratory time; increased trauma rotation; and a stronger relationship between technologists and students.

ED 345 000 CE 061 002

Rogalla, Edward V.
Coordinating Education & Industry in the 1990's: A Strategy for Managing a Food Service/Hospitality Program.
PUB DATE- 92
NOTE- 80p.; Master's Thesis, Ferris State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; Communication Skills; Educational Quality; *Food Service; Graduate Surveys; Higher Education; *Hospitality Occupations; Job Satisfaction; *Job Skills; Occupational Home Economics; *Program Effectiveness; School Effectiveness; Student Attitudes; Vocational Followup
IDENTIFIERS- Ferris State University MI

Research was conducted to determine areas of strengths and weaknesses of the Food Service/Hospitality Management program of Ferris State University (Michigan). The study examined graduates' perceptions of the preparation they received and of the adequacy of their preparation for the hospitality industry. A literature review focused on strategies being used to meet the challenges of the 1990s in the hospitality industry. A questionnaire was mailed to 268 Ferris State University graduates with an associate and/or bachelor's degree from 1985-90; 93 responded. Findings were as follows: (1) only 3.2 percent of respondents were unemployed; (2) 49.5 percent were very well satisfied or satisfied with their salary; (3) 62.4 percent were very satisfied or satisfied with job security; (4) graduates suggested that some increase in communication skills was needed; (5) 83.9 percent perceived themselves as being as qualified as graduates of other universities and colleges; and (6) 78.5 percent of food service management and 35.5 percent of hotel management graduates felt they were prepared for a management position. Respondents also rated degree of preparedness in individual technical and conceptual skills. Recommendations were for an emphasis on technical and conceptual competencies in hospitality management curricula, increased emphasis on mathematics proficiencies, and a focus on human and emergency resource skills. (Appendixes include the instrument and a list of 18 references.) (YLB)

ED 345 001 CE 061 003

Unemployed Parents. Initial Efforts To Expand State Assistance. Report to the Chairman, Committee on Finance, U.S. Senate.
PUB DATE- Jan 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Employment Services; Evaluation Criteria; Job Placement; Job Search Methods; *Job Training; *Parents; Performance; Program Design; Program Evaluation; *Program Implementation; State Programs; Unemployment; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Family Support Act 1988; *Job Opportunities and Basic Skills Program

An assessment was made of the initial efforts of the states to implement the Aid to Families with Dependent Children--Unemployed Parent (AFDC-UP) program in accordance with the

ED 345 019 CE 061 050

Vansickle, Timothy R.; Prediger, Dale J.
Occupational Attributes Differentiating Holland's Occupational Types, Job Families, and Occupations.
PUB DATE- Dec 91
NOTE- 145p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Education; Career Exploration; *Career Guidance; Factor Analysis; Goal Orientation; Higher Education; High Schools; Job Analysis; Job Satisfaction; Literature Reviews; Motivation; *Occupational Aspiration; Occupational Clusters; *Occupational Information; *Values; Vocational Interests; Work Ethic
IDENTIFIERS- *Attribute Identification; Discover System; *Hollands Theory of Occupational Choice

A study was conducted to identify a comprehensive set of attributes that differentiate occupations and occupational groups. It also determined the feasibility of linking counselee preferences for those attributes to the World-of-Work Map (WWM), a career exploration tool used in DISCOVER, a computer-based career planning system. A literature review was conducted to identify occupational attributes commonly supported by research and practice. Ratings on 36 attributes for 425 occupations were analyzed to obtain additional research-based information on viable attributes and the feasibility of a WWM linkage. The analyses identified occupational attributes that differentiated specific occupations, occupations grouped by Holland's types, and occupations grouped by job families within Holland's types. Results of the analyses indicated the feasibility of linking occupational attribute preferences to the WWM via job families. It appeared that DISCOVER's procedure for linking attribute preferences to occupations could be similar to the procedure currently used with interests and abilities. On the basis of the literature review and the results of study analyses, 16 occupational attributes were recommended for use by DISCOVER. (Appendixes include a list of 39 references, 12 data tables, 19 figures, sample profiles for 36 occupational attributes, definitions of attributes used in analyses, and definitions of recommended attributes.) (YLB)

ED 345 020 CE 061 052

Reed, Jacqueline
Toward Educating Minority Female Offenders: Institutional Orientations, Academic and Vocational Stereotyping. Phase I.
PUB DATE- 21 Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Correctional Education; *Educational Attitudes; *Educational Needs; *Females; High School Equivalency Programs; *Individual Characteristics; Postsecondary Education; *Prisoners
IDENTIFIERS- African Americans; *Prince Georges County Correctional Center MD

ED 345 038 CE 061 124

Managing Money throughout Life. A Four-Part Series.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Banking; Budgeting; Consumer Education; *Credit (Finance); Estate Planning; *Financial Needs; Financial Problems; Income; *Insurance; *Life Events; Life Satisfaction; Life Style; Midlife Transitions; *Money Management; *Planning; Retirement

This packet of four brochures focuses on money management for four stages of life, from early adulthood to preretirement. The first brochure, for young adults, discusses early financial tasks, such as selecting a financial institution, and checking and savings accounts, credit establishments, and employee benefits. The second brochure, for young married couples, covers sharing financial tasks, spending and saving, using credit responsibly, meeting changing needs, and getting professional financial advice. The third brochure examines the middle family years, including preparing for emergencies through buying insurance, having credit to use in an emergency, coping with crises by scaling back and stretching dollars, and the "sandwich generation" and financial support of elderly parents. The fourth brochure makes suggestions for planning for financial independence in later life. Topics include taking stock of one's financial situation, looking ahead at sources and amounts of retirement income, money management, legal matters, relocation or staying put, handling emergencies, and planning to stay independent. All four brochures stress the need for financial planning and suggest resources for further information. (KC)

ED 345 039 CE 061 126

Success Stories: From Learning to Earning.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; *Adult Basic Education; Adult Development; Adult Literacy; *Adult Students; *Biographies; Life Events; Lifelong Learning; *Literacy Education; *Outcomes of Education; Program Effectiveness; State Programs; *Success
IDENTIFIERS- *Pennsylvania

This publication presents the stories of 10 men and women who overcame seemingly insurmountable obstacles to become self-supporting citizens of Pennsylvania. Their stories tell how, through their participation in Pennsylvania's adult basic education and literacy programs, they were aided in their successful struggles to enhance their reading and mathematics skills and to develop new career interests and opportunities. The 10 outstanding adult students are grouped by county; counties are presented alphabetically. The students and the programs in which they participated are as follows: James Gourley, Lincoln Intermediate Unit #12; Joyce Upshaw, Connelley Skill Learning Center; Bernard Zenk, Greater Pittsburgh Literacy Council; Betty Ann Frisby, Chester County

ED 345 057   CE 061 151

Electrical Trades. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jan 92
NOTE- 21p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Trades; Competence; *Competency Based Education; *Electrical Occupations; Electric Circuits; *Electricity; Employment Potential; Entry Workers; Job Analysis; Job Skills; Postsecondary Education; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for electrical trades. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the four units are as follows: fundamentals of electricity, residential applications, commercial and industrial applications, and employability skills. (KC)

ED 345 058   CE 061 152

Entrepreneurship. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Aug 91
NOTE- 15p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Administration; Competence; *Competency Based Education; Compliance (Legal); Employment Potential; *Entrepreneurship; Job Analysis; Job Skills; Marketing; *Money Management; Postsecondary Education; Recordkeeping; Salesmanship; Secondary Education; Small Businesses; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for entrepreneurship. The list contains units (with and without

ED 345 075 CE 061 169

Horticulture. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 92
NOTE- 44p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Competence; *Competency Based Education; Employment Potential; Entry Workers; Equipment Maintenance; Floriculture; *Greenhouses; Grounds Keepers; *Horticulture; Job Analysis; Job Skills; Landscaping; Maintenance; Marketing; Nurseries (Horticulture); Occupational Information; Plant Growth; Postsecondary Education; Salesmanship; Secondary Education; Task Analysis; Turf Management
IDENTIFIERS- DACUM Process; Ohio

This list consists of essential competencies from the following specialized Ohio Competency Analysis Profiles: Floriculutre and Greenhouse Worker; Nursery and Garden Center Worker; and Turf and Landscape Worker. Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for horticulture occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 10 units are as follows: general safety precautions; marketing and sales; merchandise handling; business management; facility maintenance; equipment maintenance; equipment operation; employability skills; floriculture and greenhouse management; and turf, landscape, and nursery operations. (YLB)

ED 345 076 CE 061 170

Individual and Family Support Services. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 92
NOTE- 16p.; For related documents, see ED 338 827-852 and CE 061 142-176. For "Early Childhood Education and Care," see ED 338 833; for "Hospitality and Facility Care Services," see CE 061 155.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 345 094 CE 061 203

Mashek, R. W.
The Don Bosco Way to Train Disadvantaged Youth. Discussion Paper No. 92.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; Catholics; Developing Nations; *Disadvantaged Youth; Foreign Countries; Industrial Arts; *Job Training; Labor Force Development; Program Effectiveness; *Religious Organizations; Secondary Education; Success; Technical Education; Technical Institutes; Vocational Education; Voluntary Agencies; Youth; *Youth Programs
IDENTIFIERS- *Salesian Society

Founded by Don Bosco in 1859 in Turin, Italy, the Salesian Society helps disadvantaged youth in over 100 countries, according to 1991 data. Salesians operate technical training institutes and run numerous informal shops and training courses within their schools, orphanages, street children shelters, and youth centers. The institutes are financed through tuition, sale of services and goods produced in the training schools, and grant contributions. Attributes of Salesians and their work that contribute to their success include spiritual commitment, focus, the human factor, standards, long-term continuity, low costs, sustained financing, and modesty. Rapidly changing technologies, the consequent shift in the market demand for skilled workers, and the uneven use and applicability of new technologies in various regions of the world pose serious dilemmas for the technical institutes. Institutes respond by adding up-to-date techniques to training; closer, more systematic contact with local businesses is also required. In many developing countries, the job market is saturated or contracting. Salesians respond by setting up job placement offices and investigating ways to help graduates set up their own small businesses. Other dilemmas Salesians face are dealing with those too poor to help, the gradual rise of national personnel, and reliance on Divine Providence. The Salesian Society can reach its unfulfilled potential by adapting, opening up, and reaching out to the outside world. (YLB)

ED 345 095 CE 061 204

Araujo e Oliveira, Joao Batista; Pillay, Gerald F.
The Technology of Technology Transfer. The Case of the Japan-Singapore Technical Institute. Discussion Paper No. 93.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; Foreign Countries; *Institutional Administration; *International Educational Exchange; *International Programs; Job Training; Labor Force Development; Postsecondary Education; Skilled Occupations; Technical Assistance; Technical Education; *Technical Institutes; *Technological Advancement; *Technology Transfer
IDENTIFIERS- Japan; *Singapore

The new economic and industrial policies of the 1980s called for

ED 345 112   CG 024 177

Lundin, Robert W.
Alfred-Adler's Basic Concepts and Implications.
PUB DATE- 89
NOTE- 167p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Child Rearing; Counseling; Crime Prevention; Dreams; *Individual Psychology; Life Style; Neurosis; Personality Theories; Self Esteem
IDENTIFIERS- *Adlerian Psychology

This book presents the basic principles of Adler's psychology. The first chapter looks at Adlerian psychology as it exists today, and examines earlier influences. The second chapter examines feelings of inferiority and compensation for these feelings. The third chapter considers the nature of goals and how they are formulated. The fourth chapter examines strivings for power and superiority, and social interest. The fifth chapter presents a typology of personality based on the combination of activity and social interest. Also included is Adler's attempt to relate the four temperaments of Hippocrates and Galen to his own personality theory. The sixth chapter deals with the style of life. Relevance of birth order is discussed as a contributing factor to the style of life and to personality development. The seventh chapter considers three problems of life: one's relation with society, one's occupation, and love and marriage. The eighth chapter examines dreams and their interpretation. The ninth chapter discusses techniques used to protect the self from threats to self-esteem. The tenth chapter examines the neurotic character, and the eleventh chapter discusses therapy. The twelfth chapter discusses crime and its prevention. The thirteenth chapter considers applications to the education of and the upbringing of a child. The fourteenth chapter contains Adler's critique of Freudian theory. A summary of Adler's position and pros and cons of Adler's psychology are contained in the epilogue. (LLL)

ED 345 113   CG 024 178

Rosenthal, Howard
Not with My Life I Don't: Preventing Your Suicide and That of Others.
PUB DATE- 88
NOTE- 231p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Counseling Techniques; Counseling Theories; Crisis Intervention; Depression (Psychology); Personality Traits; *Prevention; *Suicide

This book is intended as a self-help guide for self-destructive individuals, as well as a handbook for helping others who may be prone to harming themselves. The first two chapters provide an introduction to the topic of suicide. The third chapter discusses the scope of the suicide problem in America. The fourth chapter examines some of the myths and facts surrounding warning signs for suicide. The fifth chapter discusses depression as the kingpin of suicidal smoke signals. The sixth chapter provides eight steps to eliminate suicide; and the

ED 345 132 CG 024 198

Berg, Robert C.; Landreth, Garry L.
Group Counseling: Concepts and Procedures. Second Edition.
PUB DATE- 90
NOTE- 365p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Client Characteristics (Human Services); *Counseling Techniques; Counseling Theories; *Group Counseling; Group Dynamics; Termination of Treatment

This book is intended to serve as a primary resource in traditional courses in group counseling. Chapter 1 discusses the rationale for using group counseling and chapter 2 reviews the history of group counseling. In chapter 3, the two authors explain their theories of group counseling, one a group-centered theory and one an eclectic approach. Chapter 4 focuses on training of the group leader and provides suggestions concerning the skills needed for effective facilitation of the group. Chapter 5 examines the group facilitator's internal frame of reference and the overcoming of initial group leader anxiety. Included is a look at Carl Rogers' personal feelings about group members. Chapter 6 provides guidelines for forming a counseling group and facilitating the early stages of development. Chapter 7 explores typical problems in the developing group process and suggests solutions. Chapter 8 describes issues in group counseling related to structuring and analyzes the practical application of structuring. Chapter 9 focuses on maintaining a group. Chapter 10 explores potential problems related to termination of a counseling group and recommends procedures for termination, evaluation, and follow-up. Chapters 11, 12, and 13 focus on specific client populations, looking at group counseling with children and adolescents (chapter 11); adults and the elderly (chapter 12); and individuals with chronic diseases, emotional difficulties, or addictive behaviors (chapter 13). (NB)

ED 345 133 CG 024 199

Vacc, Nicholas A.; Loesch, Larry C.
Counseling as a Profession.
PUB DATE- 87
NOTE- 266p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Codes of Ethics; *Counseling; Counseling Theories; *Counselors; *Counselor Training; *Professional Personnel; Standards; Theory Practice Relationship

This book was written to provide a professional resource which describes comprehensively what a professional counselor is, what a professional counselor does, and where and when a professional counselor works. The first chapter presents a perspective on professional counseling and differentiates between professional counselors and other mental health specialists. Assumptions about professional counselors are discussed and the professional counselor is seen as a practitioner-scientist. The evolution of the counseling profession is reviewed in chapter 2 and the present-day counseling profession is described. The third chapter focuses

ED 345 152 CG 024 219

Teenage Pregnancy and Parenthood Issues under Title IX of the Education Amendments of 1972.
PUB DATE- Jul 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Day Care; Dropout Prevention; *Dropouts; *Elementary Secondary Education; Federal Programs; Parenting Skills; *Pregnant Students; School Counseling; *Special Needs Students
IDENTIFIERS- Prenatal Care; *Title IX Education Amendments 1972

This pamphlet has been prepared for elementary and secondary school administrators, teachers, counselors, parents, and students. It describes school retention problems associated with teenage pregnancy and parenthood and the requirements pertaining to these issues contained in the U.S. Department of Education regulation implementing Title IX. Statistics on births to teenagers, the overall dropout rate, and dropout rate for females because of pregnancy, marriage, or parenthood are provided. The pamphlet also includes information on approaches and programs that schools have developed to address the educational needs of students who become pregnant, get married, or have children while still in school. The approaches are grouped under those applicable for administrators, those for teachers, and those for counselors. Types of programs described include prenatal care programs; parenting skills programs; day care programs; and dropout prevention programs. It is noted that these approaches and programs, however, are not legal requirements under Title IX. The addresses and phone numbers for the 10 regional offices of the Office for Civil Rights of the U.S. Department of Education are included. (ABL)

ED 345 153 CG 024 220

Ooms, Theodora; Herendeen, Lisa
The Unique Health Needs of Adolescents: Implications for Health Care Insurance and Financing. Highlights and Background Briefing Report of a Meeting (Washington, D.C., February 24, 1989). Family Impact Seminars.
SPONS. AGENCY- Consortium of Family Organizations.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; *Child Health; Drug Abuse; Federal Programs; Health Insurance; *Health Needs; Trend Analysis

This report presents highlights of a seminar which focused on the unique health care needs of adolescents. Comments by the following panelists are summarized: Christine Winquist Nord, research associate at Child Trends Inc.; John Sargent, an adolescent psychiatrist, pediatrician and family therapist at the Philadelphia Child Guidance Clinic; and Peggy McManus, president of McManus Health Policy, Inc. Summaries of topics

ED 345 172 CG 024 239

Gadzella, Bernadette M.; And Others
Students' Stressors and Reactions to Stress.
PUB DATE- 17 Apr 92
NOTE- 12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (38th, Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Divorce; Higher Education; Married Students; Sex Differences; Single Students; *Stress Variables

All human beings experience stress at some time. Some stressors help us to achieve goals and experience successes in life. Other stressors are detrimental as they inhibit performance and affect health. This study investigated the differences among college students (N=530) who reported their stress levels as mild (N=90), moderate (N=374), or severe (N=66). Differences between men and women as well as among marital status groups (married, single or divorced) were examined. The Student-Life Stress Inventory (Gadzella, 1991), consists of 51 items grouped under 9 sections as stressors (frustrations, conflicts, pressures, changes, and self-imposed) and reactions to stress (physiological, emotional, behavioral, and cognitive). Data showed significant differences among the stress level groups with the severe level group reporting the highest scores. Women were significantly higher than men on two stressors--pressures and self-imposed, and on three reactions to stress--physiological, emotional, and behavioral. Differences were found among the marital status groups on two stressors--frustrations and self-imposed, and two reactions to stress--physiological and cognitive. In each case the divorced subjects reported higher scores. These findings should help students to better understand themselves and to try to adjust to the stressful situations. (ABL)

ED 345 173 CG 024 240

Soukup, Dorothy Therese
Effects of Family Dysfunction and Parental Problem Drinking on Adult Offspring.
PUB DATE- Aug 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Children; *Alcoholism; *College Students; Coping; Family Characteristics; *Family Problems; Higher Education; Locus of Control; Self Esteem
IDENTIFIERS- *Children of Alcoholics; *Dysfunctional Family

Few empirical studies have been conducted to determine the characteristics and functioning of Adult Children of Alcoholics (ACoAs). This study examined the emotional and behavioral wellness of college students (N=253) raised in a variety of family environments with varying levels of healthy/unhealthy functioning. For the purposes of this study emotional wellness was defined as the level of self-esteem and the degree of internal or external locus of control reported by the participant. Behavioral wellness was defined as the ability to

ED 345 192 CG 024 259

Simon, Robert
Family Factors and Suicidal Behavior.
PUB DATE- Apr 91
NOTE- 6p.; Paper presented at the Annual Meeting of the American Association of Suicidology (24th, Boston, MA, April 17-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Family Characteristics; Foreign Countries; High Schools; *High School Students; *Incidence; Marital Instability; Parent Child Relationship; Predictor Variables; *Suicide
IDENTIFIERS- Canada

This research was conducted at a Canadian suicide prevention center. The object of the study was to find useful information concerning high school students in the perspective of developing a suicide prevention program in the schools. All 23 local high schools contributed to this study on suicidal ideation and behavior. Subjects (N=2,546) responded to questionnaires on suicidal ideation, adolescent-parent relationships, and a possible chaotic family life. The student sample was divided into three groups. The suicidal group included those students who had tried to commit suicide as well as those who had seriously planned their suicide. The borderline cases included students who had undertaken serious planning but had not thought about suicide at least three times in their lifetimes. The non-suicidal group consisted of students who had never thought of suicide. The results indicated that 7.2% of the students between ages 14 to 19 had already tried to commit suicide and 12.3% had seriously thought about it. It was statistically significant that as the parental attitude toward the child deteriorates, the proportion of suicidal adolescents increased. The proportion of suicidal adolescent behavior was more significant in those families in which the two parents were not living together. The proportion of suicidal adolescents was more significant in households in which parental harmony was considered bad. (ABL)

ED 345 193 CG 024 260

Jernigan, Nathan Scott; Heritage, Jeannette
Confusion in Decision-Making Roles, Argument Level, and Self-Esteem within Marital Dyads.
PUB DATE- Apr 91
NOTE- 18p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (37th, New Orleans, LA, April 11-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Churches; College Students; Decision Making; Higher Education; *Individual Power; *Marital Satisfaction; Marriage; Role Perception; Self Esteem; Sex Differences; *Spouses
IDENTIFIERS- Argumentativeness; *Confusion

Many researchers have attempted to assess power in marital dyads. Specifically, the question of which spouse carries the most power has been frequently examined. Confusion between spouses in decision-making roles, number of marital arguments, and self-

ED 345 212   CS 010 934

Lancy, David F.; Bergin, Christi
The Role of Parents in Supporting Beginning Reading.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (73rd, San Francisco, CA,
  April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Grade 1; Kindergarten; *Parent
  Child Relationship; Parent Education; *Parent Role; Primary
  Education; *Reading Aloud to Others; Reading Research
IDENTIFIERS- Communication Behavior; *Emergent Literacy

A study examined parents' contributions to the emerging reading abilities of kindergarten and first-grade children by documenting the variation in parent-child interaction during joint storybook reading and the specific interaction patterns associated with children's reading fluency and affect. Subjects, 32 white, working-class parent-child pairs were videotaped for 30 to 40 minutes while reading to each other from a varied collection of picture books. An elaborate coding scheme was developed to analyze both parent and child behaviors. Results indicated that: (1) parents interpreted the mandate to read to their children in a wide variety of ways; (2) the way parents corrected reading errors and their apparent purpose for reading was associated with both the child's reading fluency and affect; (3) the number of error corrections and questions answered were not related to reading fluency or affect; and (4) the number of comments made while reading was not related to fluency. Results showed that parent-child pairs who view the child's reading as fun, keep the story flowing by using semantic-oriented rather than decoding-oriented correction tactics, encourage questions about the story and express humor while reading have children who are more fluent and more positive about reading. Findings underscore the need for educators to convey information to parents about how to be a good coach to the beginning reader, rather than just telling parents and children to read at home more. (Three tables and two figures of data are included; 37 references are attached.) (RS)

ED 345 213   CS 010 935

Cullinan, Bernice E., Ed.
Invitation to Read: More Children's Literature in the Reading
  Program.
PUB DATE- 92
NOTE- 215p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; Elementary
  Education; High Risk Students; Literature Appreciation; Poetry;
  Program Implementation; Reader Response; *Reading Instruction;
  Reading Material Selection; Reading Programs; Thematic
  Approach; Units of Study; *Whole Language Approach
IDENTIFIERS- Emergent Literacy

This book presents practical, theoretically sound guidance about using literature to develop literacy. The prologue to the book

ED 345 232 CS 213 267

Valentino, Marilyn J.
Examining the Constraints of Response: What Are We Modeling When We Respond To Student Writing?
PUB DATE- 20 Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Grading; Higher Education; *Student Evaluation; Teacher Role; *Teacher Student Relationship; *Writing Evaluation; *Writing Instruction; Writing Research
IDENTIFIERS- Composition Theory; Discourse Communities; Evaluation Standards; Lorain County Community College OH

Teachers' written responses to student writing cover a wide range, and through the kind and amount of response, they convey their values, beliefs, and priorities about language and learning, about the roles of teacher and student, and about the goals of writing. Researchers have found that students respond well to comments on concepts and structure, that the most effective comments are written in-process and focus attention on ideas and communication, and that a variety of responses, including peer responses, can be just as effective. Grammatical labels on final drafts are the most ineffective. Numerous attempts have been made to categorize teachers' responses; and while categories may differ among researchers, they seem to parallel each other in three areas: (1) the deficit model, which sees students as writers in need of remediation; (2) the developmental model, which sees student language as evolving; and (3) the contextual model, which incorporates the developmental model, adding another dimension, the discourse community. In a study of teacher response, 12 teachers at Lorain County Community College (Ohio) were asked to comment on one student essay. Most comments focused on mechanics, grammar, spelling, and organization, and the responses were categorized according to the three models, with the deficit model predominant (6 out of 12). Teachers must adopt a more comprehensive model, and to this end the contextual model is an ideal toward which they might strive. (Twenty-two references are attached; the student composition used in the study is appended.) (HB)

ED 345 233 CS 213 268

Griffith, Kevin
A Community of Composition Theorists and Researchers: Collaborative Research and Theory Building in an Advanced Composition Course.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Research; Cooperative Learning; Course

ED 345 251 CS 213 299

Rosen, Lois Matz
Valuing the Collaborative, Language-Centered Classroom: What Theorists and Teachers Tell Us.
PUB DATE- 19 Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; *Cooperative Learning; *Critical Thinking; Educational Change; Higher Education; Instructional Effectiveness; Instructional Improvement; Teacher Role; *Theory Practice Relationship; *Writing (Composition); *Writing Research
IDENTIFIERS- Britton (James); Collaborative Writing; *Composition Theory; Emig (Janet)

Educators at all levels are increasingly being told that classrooms should be places where students are guided through processes of critical inquiry, work collaboratively, and use both written and oral languages as tools for learning. The value of a collaborative, language-centered approach to teaching and learning can be demonstrated by drawing on two sources: (1) the work of language and composition theorists; and (2) the experiences of practicing classroom teachers. Theorists such as Janet Emig and James Britton present strong arguments for the use of written and oral language as ways of making and communicating meaning, of shaping knowledge, and of coming to know oneself. School and college teachers who espouse collaborative classrooms often discuss this approach in terms that transcend merely its language-based and cognitive value. Beyond these categories, teachers view such a classroom in terms of its social and cultural value, both to students--in the classroom and beyond--and to teachers, thus ascribing to it a global, humanistic value beyond the subject matter of the classroom. In short, despite the forces which wage war against this kind of pedagogical shift, this information attests to the value of changing the traditional classroom model to one that is collaborative, process-oriented, and which features both oral and written language which are used to create meaning as well as to communicate it. (Included are three figures which list the values of such an approach, based on an informal survey of teachers.) (Author/HB)

ED 345 252 CS 213 301

Howard, Katrena C.; And Others
Writing Express: An Evaluation of a Follow-Up Program to Writing To Read.
PUB DATE- 22 Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Computer Literacy; Grade 2; Language Arts; Primary Education; *Program Effectiveness; Program Evaluation; Spelling; Teacher Attitudes; *Writing Instruction; Writing

ED 345 269 CS 213 336

Rhodes, Barbara C.
Extending the Context of Evaluation: Writing Letters, Not Merely Letter Grades.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Methods; Higher Education; *Self Evaluation (Individuals); Student Attitudes; Teacher Student Relationship; *Writing Evaluation; *Writing Improvement; Writing Instruction
IDENTIFIERS- Alternative Assessment; *Writing Contexts

One way to help teachers know how to give better assistance to students is to have students analyze their papers in a letter or memo attached to their essays. In one class, such memos are called "Learning from your own writing process," and typically describe: (1) what the student was trying to do; (2) what seemed to work or not work in the writing process or in the workshop and peer evaluation process; (3) how the paper developed and changed; (4) what major decisions were made in composing/revising; (5) what parts students want the teacher to look at in particular; and (6) what was learned from the assignment. Students thus become active participants in the evaluation/revision process rather than passive recipients. Self-evaluation is crucial to the development of an individual's perception of writing as an important and "natural" way to investigate problems and present ideas. (Four appendixes contain memo instructions, a student memo, and a student essay that contains the teacher's response to the student memo. (SR)

ED 345 270 CS 213 337

Harris, Joseph
A Community of Strangers.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Discourse Modes; *Film Criticism; Films; Higher Education; Student Reaction; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Discourse Communities; Do The Right Thing (Film); University of Pittsburgh PA

Intellectuals lament the disappearance of community, a nostalgia for the small town that has supposedly given way to the anonymous crowds of the city. Likewise, scholars have talked about "discourse communities" in romantic terms, referring to a place where all share the same values. However, a more urban view of social life, in which participants differ widely on values, might help teachers to rethink the work that goes on in the classroom. The term "community" has a positive opposing

ED 345 288 CS 213 355

Christenbury, Leila
Using "The Contender" by Robert Lipsyte.
PUB DATE- Nov 91
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Literature; Intermediate Grades; *Literature Appreciation; Middle Schools; *Novels; Secondary Education; United States Literature
IDENTIFIERS- Boxing; *Contender (The); *Lipsyte (Robert)

The novels of Robert Lipsyte are excellent for use in a middle school or secondary school classroom. His 1967 classic, "The Contender," and its sequel, "The Brave," are both strong on characterization, plot, and theme. Focusing on "The Contender," students can explore contending characters, forces, and themes. Related novels, films, and nonfiction works can give students and their teachers added insight into the complex and ambiguous world of "The Contender," the world of boxing. A list of discussion topics for teaching, related works, and author information may be of help to the classroom teacher in teaching "The Contender." (A brief passage by Robert Lipsyte in which he describes the inspiration for "The Contender" is attached.) (RS)

ED 345 289 CS 213 356

Sun, Lulu C. H.
Teachers of Teachers: Enacting Collaborative Techniques in the Training of Secondary School Teachers.
PUB DATE- 20 Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; *Cooperative Education; *Cooperative Learning; *English Instruction; Graduate Students; Higher Education; Introductory Courses; Literature Appreciation; *Preservice Teacher Education; Secondary Education; Secondary School Teachers; *Student Attitudes; *Teaching Experience
IDENTIFIERS- *Collaborative Learning; Student Surveys

In recent years, collaboration has become a powerful tool in the writing classroom and in how teachers teach students to write, but there has been little research on how to enact collaborative techniques to help train teachers how to teach. An experiment was conducted in which potential secondary teachers collaboratively taught an introductory literature course for first-year students, receiving feedback on their teaching from each other, the first-year students, and the professor. Both the graduate student teachers in one survey and the freshmen students in two surveys reported their reactions and evaluations of the collaborative effort. Overall, the graduate students found the experience to be extremely

ED 345 307 CS 507 812

Benson, Tom
Recent Developments in the Rhetorical Study of Film and Television.
PUB DATE- Apr 91
NOTE- 29p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1992). Draft of work in progress.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Drama; *Educational History; *Film Study; Higher Education; Literature; Rhetoric; *Rhetorical Theory; Speech Communication; *Television; Textbooks
IDENTIFIERS- *Television Criticism

Rhetorical studies of film and television arose more or less independently at a number of universities during the 1960s and 1970s. At Cornell University (New York), the accident of a combined speech and drama department gave rise to the study of the rhetoric of film. At the same time, other theorists were approaching film rhetoric from literature. The numbers of graduate theses and dissertations on the rhetoric of film, television, literature, and related subjects grew from a scattering in the 1950s and 1960s to a takeoff in the 1980s and early 1990s. It is clear that rhetoricians have been interested in the rhetoric of the arts since the earliest days of their discipline. Textbook analysis shows that writers no longer see public speaking as the only means of illustrating the range of rhetorical criticism; most at least make gestures toward "media" criticism. Recent rhetoric works by David Bordwell and by Seymour Chatman argue for new directions in the field. They suggest that criticism is not enough, and that the time has come for using critical analysis to extend historical and theoretical understandings. Rather than interpretation, a new mode of historical poetics would involve both attention to the nuances of film experience and criticism responsible to the theoretical positions it applies. (Ten notes are included; 114 references are attached.) (SG)

ED 345 308 CS 507 816

Ostermeier, Terry H.
An Experiential Approach to an Upper Division Course in Intercultural Communication.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Communication Association (Cleveland, OH, April 9-12, 1992). Best available copy. Some words may not be entirely legible because of broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Cross Cultural Studies; *Cultural Awareness; *Cultural Differences; Experiential Learning; Higher Education; *Intercultural Communication; Multicultural Education; *Speech Communication; Student Development

ED 345 328 EA 023 795

Simms, M. H.; And Others
The Kentucky Supervisor: A Self Analysis.
PUB DATE- Oct 89
NOTE- 41p.; Paper presented at the Annual Joint Meeting of the Kentucky Educational Supervisor Association and the Kentucky Association for Supervision and Curriculum Development (Lexington, KY, October 30-November 1, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Responsibility; Administrator Role; Elementary Secondary Education; *Quality of Working Life; *Supervisors; *Teacher Supervision; Work Environment
IDENTIFIERS- *Kentucky

Findings from a study that described the responsibilities and characteristics of Kentucky school district instructional supervisors are presented in this paper. Instructional supervisors are those district personnel who are responsible for the professional development of teachers. Questionnaires mailed to 184 Kentucky instructional supervisors produced 104 usable returns, an approximate 57 percent response rate. Among the findings found were: (1) more than half were between 40 and 50 years of age (consistent with similar studies of principals in Kentucky and Tennessee); (2) almost one-half (46.05%) were female (not consistent with similar studies of educational administrators); (3) almost all were whites with few minorities; (4) almost three-fourths were responsible for supervision from kindergarten through grade 12; (5) a mean salary of $39,673; and (6) 25% obtained their bachelor's degree from a college or university in Kentucky. Overall, supervisors reported that they had too many responsibilities within the organizational framework of the school district, but were basically satisfied with their inservice training and the current certification practices. Twenty-seven tables highlight the survey results. (15 references) (LMI)

ED 345 329 EA 023 836

The $11 Billion Mystery: New York More Than Doubled Its Spending on the Schools during the 1980s. Why Didn't All That Money Produce Better Results?
PUB DATE- Feb 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *School Based Management; *School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS- *New York

Over the past 10 years, New York has more than doubled its spending on elementary and secondary education, in a fervent attempt to produce greater student achievement and prepare our young people for the fast changing world in which they will have to earn a living. Better results have not been produced as the education system has focused on more rules and requirements, more oversight, and more bureaucracy. Seven sections compose this report. Section 1 discusses the 1980s

ED 345 348 EA 023 935

Crump, Stephen James
National Reform, Touchstone and Policy Analysis: An Australian Perspective.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Development; Elementary Secondary Education; Foreign Countries; *Policy Formation; *School Restructuring
IDENTIFIERS- Australia

An international effort is under way to measure and assess the nature of imposed political reforms to education systems. Education is changing in relation to new structures and practices brought about during the process of reform at the school level. This paper investigates policy analysis of national reform in Australia, and in various states of Australia. While the paper highlights inadequacies in the educational policy process in Australia and notes the neo-politicization of educational decision-making, it also provides an argument about the roles teachers, administrators, and educational researchers (and combinations of these) play in helping communities make sense of and contribute to schooling. Sections detail the Australian policy landscape, national policy as intervention, policy development for a national curriculum, national policy and teachers' work, and pragmatic policy development. (68 references) (RR)

ED 345 349 EA 023 936

Borthwick, Arlene G.; And Others
Business, Community, Schools, and University Perceptions of the Partnership Process: An Action Research Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *College School Cooperation; Collegiality; *Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; Higher Education; Intergroup Relations; *School Business Relationship; *Shared Resources and Services
IDENTIFIERS- Partnerships in Education

Findings from an action research study that sought to understand the partnership process from the perspectives of persons involved in a partnership project, the Cooperative Alliance for Gifted Education (CAGE), are presented in this paper. The CAGE project utilized three partners in Ohio--Kent State University, the Cleveland Public Schools, and International Business Machines (IBM)--to enhance educational programming for minority and/or educationally disadvantaged students in both regular and

ED 345 369 EA 023 960

Fry, Patricia; And Others
Schools for the 21st Century Program in Washington State: A Case Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Educational Innovation; Elementary Secondary Education; *Pilot Projects; School District Autonomy; School Restructuring; *State Legislation; *State School District Relationship
IDENTIFIERS- State Regulation; *Waivers; *Washington

This case study reports on a program that permits waivers of individual rules in order to encourage local innovation. Enacted in 1989, Washington State's Schools for the 21st Century program allows participating schools and districts to request waivers from state rules believed to impede restructuring efforts. The pilot project also supplies funding for 10-day supplemental contracts for instructional staff and for special support assistance and services. This paper describes the program's political and demographic setting and discusses program development, implementation, and provisions. The paper also examines specific projects in three schools. The case study draws from a review of documents and interviews with school principals, project coordinators, state-level personnel, and business leaders. The 21st Century program represents a compromise between the governor's desire to support teacher planning time and the legislature's need to see that the extra time promotes a well-defined purpose. Project sites made little use of the waiver provision; all three sites found barriers (such as lack of funding, skepticism, and weak district support) that were more challenging than regulation. Although the waiver provisions probably heightened innovation expectations for 21st Century Schools and were useful in clarifying the role of regulation as a barrier to change, these provisions did not fundamentally shape response to the 21st Century program. (11 references) (MLH)

ED 345 370 EA 023 961

Dolan, Margaret
State Takeover of a Local District in New Jersey: A Case Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Case Studies; Educational Improvement; Elementary Secondary Education; *Legal Problems; Parent Participation; Program Implementation; Seniority; *State Boards of Education; *State School District Relationship
IDENTIFIERS- *Jersey City Public Schools NJ; *State Takeovers

Citing longstanding educational deficiencies in the Jersey City Public School System, the New Jersey State Board of Education unanimously voted to take control of the district on October 4,

ED 345 389 EC 301 148

Porter, Stephanie; And Others
Children Assisted by Medical Technology in Educational Settings: Resources for Training. Project School Care.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 91
NOTE- 62p.; For care guidelines, see ED 318 206.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Court Litigation; Demography; Elementary Secondary Education; Federal Legislation; Financial Support; *Health Services; Medical Services; *Physical Disabilities; Resources; *Special Health Problems; Technological Advancement; *Technology; Transportation; Trend Analysis
IDENTIFIERS- *Medically Fragile; *Medical Technology

This catalog was developed to help schools or health personnel train nurses, administrators, teachers, and aides in medical and technological aspects of serving children with complex medical conditions in the educational setting. The first chapter lists resources that document changes in medical care since 1980 and increases in the number of children being assisted by medical supports. It lists overview materials which contain useful information for community providers or administrators about demographic and medical trends which have both a local and a national impact. Chapter 2 identifies sources of information about relevant federal legislation and Supreme Court cases mandating educational services for children with disabilities. Chapter 3 comprises six sections and lists: manuals; information resources on universal precautions; materials on specific technologies (addressing nutrition and medication, elimination, respiration, and equipment); helpful materials for training community personnel; and information on financing and transportation. The last chapter lists state and national resource organizations that can provide support to school systems, individual providers, and families. A brief description of each organization's services is included. Within each section, the materials are listed in chronological order, with the most recent information first. (DB)

ED 345 390 EC 301 149

LePore, Philip; Janicki, Matthew P.
The Wit To Win: How To Integrate Older Persons with Developmental Disabilities into Community Aging Programs.
SPONS. AGENCY- New York State Developmental Disabilities Planning Council.; New York State Office of Mental Retardation and Developmental Disabilities, Albany.
PUB DATE- 91
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Agency Cooperation; *Community Programs; Demonstration Programs; *Developmental Disabilities; Federal Legislation; Federal State Relationship;

ED 345 409 EC 301 169

Hestad, Marsha; Avellone, Kathy
Change: A Social Studies Unit for Gifted Students in Grades One through Three.
PUB DATE- Jun 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Change; *Enrichment Activities; Geography; *Gifted; History; Lesson Plans; Primary Education; Resource Room Programs; Resource Units; *Social Studies; Units of Study
IDENTIFIERS- Illinois (Libertyville)

This semester unit on change was designed for use in a pull-out program (meeting approximately 90 minutes per week) for gifted students in grades 1 through 3. The unit focuses on how change affects people's daily lives and impacts on the family, community, culture, government, and world. The basic goals of the unit are for the students to understand the following: (1) change affects mankind; (2) man adapts to change; (3) change can be positive or negative; and (4) change is ongoing. The 14 lesson plans each have a different theme and offer a variety of suggested activities. Sample activities include listing important events and changes in the students' lives, identifying and locating countries a child's relatives are from, studying one country in more depth and sharing information learned, trying out native food dishes, making a family tree, becoming familiar with local history and geography (in this case, Libertyville, Illinois), and learning about local, state, and national leaders. (DB)

ED 345 410 EC 301 170

Hestad, Marsha; Avellone, Kathy
A Walk on the Wild Side: Adventures with Project Learning Tree. A Gifted Science Unit for Grades 1-5.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Creative Development; Creative Thinking; Critical Thinking; Elementary Education; *Elementary School Science; *Enrichment Activities; *Gifted; Lesson Plans; Problem Solving; *Science Activities; *Trees
IDENTIFIERS- *Project Learning Tree

This 9-week curriculum unit on trees is designed for gifted students in grades 1-5. The lessons are designed for 40-minute classes meeting two or three times a week and stress the development of creative thinking skills, creative problem solving and decision making skills, and critical and logical thinking skills. Each of the 12 lesson plans includes a title, a list of materials needed, suggested activities, and possible extended activities. Sample activities include: studying one square foot of yard, taking a walk blindfolded, going on a nature treasure hunt, adopting a tree and recording changes over a year, comparing two adopted trees, identifying patterns in nature, creating a piece of art using only natural products, and making musical instruments using natural items. (DB)

ED 345 430 EC 301 191

Gately, Susan E.; Siperstein, Gary N.
Achieving the Maximum Benefit: Managing Stress in Learning Disabled Students.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Coping; Decision Making; Elementary Secondary Education; *Intervention; *Learning Disabilities; Problem Solving; Relaxation Training; Social Support Groups; *Stress Management

Students with learning disabilities typically experience more stress than other students at school, as a result of peer rejection, academic difficulties, and changing classroom environments, but may have fewer resources and abilities to cope with this stress. This paper outlines the knowledge and skills that teachers need to help alleviate stress in their students. The goal of the instructional intervention approach is to help students develop techniques and skills to manage stress on their own. Instructional approaches to stress management include: using relaxation techniques and visualization, utilizing positive self talk to minimize the power of stressors, recognizing when negative self talk serves to maximize the stress of an experience, developing problem solving and decision-making strategies to use when confronted with stressors, and developing and utilizing social supports. (22 references) (JDD)

ED 345 431 EC 301 192

Steinke, Gary L.; Steinke, Roberta J.
Public Relations for Special Education.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Gifted; *Institutional Advancement; Organizational Communication; Parent School Relationship; Publicity; *Public Relations; School Community Relationship; *Special Education

This paper offers suggestions to help special educators and administrators effectively and thoroughly tell people about their school's programs and events dealing with special education. General suggestions include appointing a public relations coordinator, having school personnel complete a Public Relations Help Request Form when publicizing events, and targeting particular audiences. Other suggestions concentrate on specific target groups, such as communications with school staff or colleagues, parents, and the community. Techniques for dealing with print and broadcast media are offered. Other media

Graduates of the program are achieving program objectives and are satisfied with the educational process. It is recommended that the study be done on a continual basis to substantiate the results. Accreditation requirements should then be satisfied as part of the program's on-going system of self-evaluation. (Twelve tables, 13 references, and 3 appendices are included: (1) survey questionnaire; (2) questionnaire cover letter; and (3) radiologic technology program goals and objectives.) (NLA)

ED 344 983 CE 059 426

Spence, Weymouth
A Cost Analysis Study of the Radiography Program at Middlesex Hospital Using Shock's Analysis Model.
PUB DATE- Oct 91
NOTE- 29p.; Ed.D. Practicum, Nova University. Revised.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; Competence; *Cost Effectiveness; *Educational Finance; Higher Education; Models; *Radiologic Technologists; *Teaching Hospitals
IDENTIFIERS- *Middlesex Hospital CT

Federal and state governments want to decrease payments for medical education, and other payers are trying to restrict payouts to direct and necessary patient care services. Teaching hospitals are increasing tuition and fees, reducing education budgets and, in many instances, closing education programs. Hospital administrators are examining the institutions to find areas where expenditures can be reduced. Allied health education administrators must justify institutional expenses of sponsoring educational programs. A study determined a financial assessment of the sponsorship and administration costs of the Middlesex Hospital radiography program in Middletown, Connecticut. Program components were evaluated by replicating Shock's cost analysis model for hospital education programs. Degree of competency to perform radiographic examinations was determined by computing scores for the average student in terms of completion of clinical objectives and competency examinations for each semester. Information was obtained by reviewing clinical education records of 14 previous students. Study results revealed that the 14 student radiographers enrolled in the program contributed the services of approximately 11.42 full-time equivalent (FTE) employees. The net total education revenue was $209,002. Student radiographers provided a labor component that significantly reduced the cost of providing radiology services. The radiology program was an asset to the Middlesex Hospital. It was recommended that the Middlesex Hospital continue its efforts to support the program. (NLA)

ED 344 984 CE 060 397

Alexim, Joao Carlos
Current Vocational Training in Latin America.
PUB DATE- Dec 91
NOTE- 8p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

requirements of the Family Support Act (FSA) of 1988. A mail survey was conducted of each of the 50 state welfare departments. Results indicated that, nationwide, implementation of the UP program was uneven. State UP caseloads were frequently low, although both UP and Job Opportunities and Basic Skills (JOBS) programs were operating in all 50 states; 13 of 23 states eligible to provide time-limited benefits planned to do so; and of the options available, 22 states planned to require both parents to participate in JOBS training and 3 planned to provide benefits only after the UP participant had participated in JOBS activities. Since the FSA gave states flexibility in designing their JOBS programs, the JOBS program emphasis for UP participants varied widely. Nine states reported a focus on early job search and job placement; 12 planned to emphasize education and occupational training; 27 placed equal emphasis on these approaches; and 2 were using other approaches. Service arrangements among states also varied widely. In response to the FSA's requirement for the eventual development of performance standards for the JOBS program, 40 states already planned to measure the average hourly wage of UP parents placed through JOBS and 37 planned to measure job retention. (YLB)

ED 345 002 CE 061 006

Race and Sex Discrimination in the Operation of the Job Training Partnership Act. Hearing before the Employment and Housing Subcommittee of the Committee on Government Operations. House of Representatives, One Hundred Second Congress, First Session (July 17, 1991).
PUB DATE- 92
NOTE- 115p.; For a related General Accounting Office report, see ED 339 924.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Blacks; Employment Programs; Equal Opportunities (Jobs); Federal Legislation; *Federal Programs; Females; Hearings; *Job Training; *Racial Discrimination; *Sex Discrimination; Sex Fairness
IDENTIFIERS- Congress 102nd; *Job Training Partnership Act 1982

This document reports on a congressional hearing on race and sex discrimination in the operation of the Job Training Partnership Act. It examines findings of a General Accounting Office investigation that revealed that women received disparate treatment in job training services in nearly two-thirds of the localities surveyed and that black males received fewer and less intensive services than white males. Testimony includes statements, letters, and prepared statements from representatives in Congress and individuals representing the U.S. Department of Labor, Employment and Training Administration; Directorate of Civil Rights, U.S. Department of Labor; and the General Accounting Office. Appendixes include questions and answers for the record from two individual representing the Department of Labor. (YLB)

ED 345 003 CE 061 007

Implementation of the JOBS Program. Hearing before the Subcommittee on Social Security and Family Policy of the Committee on Finance. United States Senate, One Hundred Second Congress, First Session.
PUB DATE- 8 Jul 91
NOTE- 89p.

A female inmate profile was compiled as the first phase of a three-part model for developing an educational and vocational program for female prison inmates. A 67-item questionnaire addressed demographics, education, educational programs, employment, behavior and attitude, and personal relationships; it was administered to the female population at Prince George's County Correctional Center (CCC), in Maryland (outside the District of Columbia). The majority of the study's participants were under age 40; of these, 80 percent were under 35 and one-third were between the ages of 18 and 26; fewer than one-fourth are native Prince Georgians, more than half were born in Washington, D.C.; consistent with national studies, slightly more than half had never been married. Some of the results of the survey were the following: (1) most of the respondents were women of color, 95 percent of whom were African American; (2) more than 50 percent had not graduated from high school; (3) most viewed a high school diploma as very important; (4) fewer than one-fourth viewed college as a goal after completing high school; (5) 50 percent thought having a college degree is very important; and (6) only one inmate had a college degree. Phase II of the proposed model will develop the labor force outlook and institutional and community resources of the proposed model, and Phase III will create a cohesive education and vocational structure. (KC)

ED 345 021 CE 061 053

Illinois Tech Prep Planning Strategies.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Aug 91
NOTE- 117p.; For a related document, see CE 061 054.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Curriculum Development; Educational Cooperation; *Educational Planning; High Schools; Program Evaluation; *Program Guides; Program Implementation; *School Business Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- Illinois; *Tech Prep

This tech prep planning handbook is based on the research conducted at the Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign. The study involved information gathering procedures at each of the 17 tech prep pilot sites about their planning activities. Seven sections are included: (1) tech prep in Illinois; (2) applying the tech prep planning process; (3) involving key groups in planning tech prep; (4) developing the components of tech prep--local policies, staff development, articulated curriculum, curriculum development, written agreements, guidance and counseling, marketing, and business/industry collaboration; (5) putting tech prep into action; (6) evaluating the tech prep plan; and (7) four appendices--contributors, words of advice, 1990-1991 Tech Prep Initiatives' Profiles, and 15 suggested resources. (NLA)

ED 345 022 CE 061 054

Continuation of the Office of Community College Research and Leadership. Final Report (July 1, 1990-September 30, 1991).

Opportunities Industrialization Centers (OIC), Inc.; David Wingard, Northwest Tri-County Intermediate Unit #5; Khom Tuy, Lancaster Adult Enrichment Center; Irene Allen, Eagleville Hospital; Juanita James, Germantown Women's Educational Program; Alice Redman, Lutheran Settlement House Women's Program; and Ivan Cooper, Philadelphia OIC, Inc. Each story relates the student's life history, describes his or her adult basic education or literacy program experience, and tells how his or her life has changed. (YLB)

ED 345 040 CE 061 127

Minnesota Consumer Education Program. "Consumers of the 90s."
PUB DATE- 91
NOTE- 167p.; Newspaper articles will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; Competency Based Education; Consumer Economics; *Consumer Education; *Consumer Protection; Economics Education; *Environmental Education; Environmental Influences; Home Economics Education; *Housing; Landlords; Legal Responsibility; Money Management; Purchasing; Social Studies; Teaching Guides; *Transportation; Utilities
IDENTIFIERS- *Minnesota

This teacher's guide on consumer literacy for grades 9-12 is designed for use in the following subject areas: business education, consumer law, economics, home economics, and social studies. Four units are included: (1) consumer decision making--consumer law and protection; (2) major shopping areas--transportation dilemma; (3) housing; and (4) consumers and the environment--an "environmentally friendly" consumer. Each unit contains the following sections: unit learner outcomes; competencies addressed; materials; economic concepts; notes to teachers; grade level, subject areas, time, and procedures; unit assessment; handout(s); visual(s); case studies; and article(s). Ten brochures from the Minnesota Attorney General's Office accompany the four units: buying a new car; collection agencies; constructive complaining; the "environmentally friendly" consumer; home solicitation sales; landlords and tenants--rights and responsibilities; Minnesota's "lemon law"; Minnesota's used care warrantly law; pyramid schemes; and utility shutoffs. A related "materials lending library catalog" is appended. (NLA)

ED 345 041 CE 061 131

Sidor, John
Put Up or Give Way: States, Economic Competitiveness, and Poverty.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 91
NOTE- 253p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Competition; Cooperative Programs; Coordination; *Economically Disadvantaged; *Economic Development; *Economic Opportunities; Job Training; Labor Force Development; *Policy Formation; Poverty; *Poverty Programs; Program Implementation; Public Policy; State Agencies; *State Programs; Statewide Planning; Welfare Services

This report proposes that state economic development policy and subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 15 units on entrepreneurship: entrepreneurial potential; business description; marketing; sales; customer services; legal considerations; government compliance; recordkeeping; risk management; human resource management; business operations management; customer credit; start-up financing; financial management; and business plan. (NLA)

ED 345 059 CE 061 153

Food Production, Management and Services. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Aug 91
NOTE- 49p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Competence; *Competency Based Education; *Dining Facilities; Employment Potential; Equipment; Food Handling Facilities; *Food Service; *Hospitality Occupations; Hygiene; Job Analysis; Job Skills; Occupational Safety and Health; Postsecondary Education; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for food production, management, and service occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 15 units on food production, management, and service: orientation to industry; sanitation; side work; service styles; safety; equipment; nutrition and menu development; food preparation, processing, and production; in-house selling; cashier functions; guest relations; catering and banquet services and production; receiving and storing;

DESCRIPTORS- Adult Day Care; Child Care Occupations; Competence;
*Competency Based Education; Early Childhood Education;
Employment Potential; Entry Workers; *Family Programs; Health
Services; *Human Services; Intervention; Job Analysis; Job
Skills; Occupational Information; Postsecondary Education;
Recreational Activities; Residential Care; Secondary Education;
Task Analysis
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for individual and family support services occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. This competency list may be used only as an additional component to two other lists, "Early Childhood Education and Care" and/or "Hospitality and Facility Care Services." The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the four units are as follows: individual and family care fundamentals; individual and family daily living assistance; individual and family recreational and social activities; and employability skills. (YLB)

ED 345 077 CE 061 171

Nursery and Garden Center Worker. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Mar 92
NOTE- 26p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Business Administration;
Competence; *Competency Based Education; Employment Potential;
Entry Workers; Equipment Maintenance; Greenhouses;
*Horticulture; Job Analysis; Job Skills; Marketing; *Nurseries
(Horticulture); Occupational Information; Off Farm Agricultural
Occupations; Postsecondary Education; Safety; Salesmanship;
Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for nursery and garden center occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, a major restructuring of the industrial profile of Singapore. The government decided to set up three new technical institutes to prepare and supply skilled workers to new investors: French-, German-, and Japan-Singapore Technical Institutes with the collaboration of the government and industries in the respective countries. The technology to be transferred was that of running technical training institutes. The Japan-Singapore Technical Institute (JSTI) was created to provide skilled workers for operation and maintenance jobs. A few critical characteristics of the institutional arrangements were institutional training; educated, experienced staff; and freedom to organize training around workplace needs. Other characteristics of the Japanese style emerged: total immersion in the work and managerial style. Five years after its start, JSTI realized the need for more technical education and less skills training. The addition of a mechatronics course reflected the distinctive characteristics of the institution and the Japanese influence during the development phase. Results included the following: most students received scholarships and were bonded for 3 years after graduation; curriculum changes included offering a higher order certificate and moving into research and development activities; and JSTI was not only a training institute, but also helped promote and sustain Singapore's technological development. (YLB)

ED 345 096 CE 061 205

Pillay, Gerald F.
Training of Middle Level Workers in Singapore. Discussion Paper No. 94.
PUB DATE- 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; *Electronics Industry; Electronic Technicians; Employee Attitudes; Employer Attitudes; Employment Practices; Foreign Countries; Interviews; *Job Skills; *Job Training; Occupational Information; *Paraprofessional Personnel; Postsecondary Education; *Technical Occupations
IDENTIFIERS- *Singapore

Interviews with 42 middle-level technical workers in the electronics industry in six Singapore manufacturing companies explored the training they received. Study findings revealed that technical workers carried out various functions across the whole productive process, including product development and industrial engineering, input, the production line, product testing, and back end. Integral related activities included process engineering, maintenance, and quality assurance. The typical technical worker obtained the Technician Diploma or the Industrial Technician Certificate by full-time institutional training, after school and before national service. These workers were probably pursuing an additional formal qualification through continuing education and training, had been sent by the company to an external training program, and/or had been sent on overseas training. The study found that job skill formation required these prerequisites, generally provided by preparatory and off-the-job formal and nonformal training: personal abilities, technical knowledge and skills, and technological know-how and job knowledge. To attain job competence, the worker needed to develop and apply knowledge, job skills, work skills, and accumulated experience. Three levels of jobs were supervisory, technical, and routine. In seventh chapter outlines types of therapists and modes of therapy, and discusses their relevance to suicide prevention. The eighth chapter discusses three good reasons to live. The ninth chapter looks at personality traits that are seen in people with self-destructive behavior. The tenth chapter examines triggers to suicide and provides strategies for warding off feelings of self-deprecation in advance. The eleventh chapter provides help for coping with the suicide of a friend or loved one, and the twelfth chapter provides answers to common questions about suicide. The thirteenth chapter suggests that the suicidal person take time to think about all of the people who have benefited from his or her life, and the fourteenth chapter provides suicide and crisis intervention hotline numbers and other resources. (LLL)

ED 345 114 CG 024 179

Thompson, Rosemary
School Counseling Renewal: Strategies for the Twenty-first Century.
PUB DATE- 92
NOTE- 435p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Adolescents; Career Counseling; Career Guidance; Consultants; *Counselor Role; Crisis Intervention; Elementary School Students; Elementary Secondary Education; Health; Program Development; Program Evaluation; Public Relations; *School Counseling; *School Counselors; School Guidance; Secondary School Students

This book supports the notion of the counselor as a professional who demonstrates an intellectual comprehension of the guidance and counseling mission. The renaissance counselor is defined as someone who charts a course that incorporates personal and professional development, and inspires direction, accountability, and responsiveness to students, parents, and community. The first chapter provides an introduction which examines the changing role of the school counselor. The second chapter provides a profile of adolescent health and well-being, and looks at implications for primary prevention and intervention. The third chapter discusses the definition and benefits of school counseling. The fourth chapter examines developmental guidance and counseling, and the fifth chapter discusses the school counselor's role in crisis intervention. The sixth chapter provides an introduction to the concept of school counselors as consultants. The seventh chapter addresses consulting with teachers and other support personnel, and the eighth chapter addresses consulting with families. The ninth chapter portrays school counselors as promoters of a more positive school climate. Educational and occupational guidance is examined in the tenth chapter. The eleventh and twelfth chapters discuss the role of the counselor in college decision making and in vocational planning for the non-college bound. The thirteenth and fourteenth chapters focus on program development and program evaluation. The fifteenth chapter provides tips for developing effective public relations, and the sixteenth chapter provides advice for time management. (LLL)

ED 345 115 CG 024 180

Trotzer, James P.; Trotzer, Toni B.
Marriage and Family: Better Ready than Not.

on the professional preparation of counselors, defining issues in counselor preparation, and examining standards of preparation and accreditation. Chapter 4 reviews various theoretical models of counseling (psychoanalytic, client/person-centered, behavioral, cognitive, and affective models) and looks at counseling theory and practice. Chapters 5, 6, and 7 examine assessment and measurement, career development and counseling, and consultation, respectively. Chapter 8 focuses on research in professional counseling, providing suggestions for research designs, selection of variables and subjects, and statistical analyses. Chapter 9 examines trends in professional counseling, describing trends in both settings where professional counselors work and clientele with whom counselors work. Professionalism in counseling is the focus of chapter 10, which is followed by the Code of Ethics adapted from the Ethical Standards of the American Personnel and Guidance Association. (NB)

ED 345 134 CG 024 200

Bauer, Barbara G.; And Others
Bulimia: Book for Therapist and Client.
PUB DATE- 90
NOTE- 216p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Bulimia; *Client Characteristics (Human Services); *Counseling Techniques; *Family Role; Group Therapy; *Interdisciplinary Approach; Nutrition

This book was written for practitioners working with bulimic clients and for clients themselves. Bulimia is presented as a multidimensional problem requiring a multidisciplinary team approach to treatment. An introductory chapter presents six treatment sessions with a bulimic client which provide an overview of the experiences and attitudes of the bulimic client. Chapter 1 calls bulimia an epidemic of the 1980s, defines bulimia, examines causes, and presents another 6-session case. Chapter 2 focuses on medical aspects of bulimia, again using case examples to illustrate points. In chapter 3, the role of individual differences is explored. Chapter 4 concentrates on the fanatical pursuit of thinness. Chapter 5 looks at dieting and depression and chapter 6 examines personality dynamics of bulimics. Chapters 7 and 8 look at early and later stages of treatment, respectively. Physical exercise as a component of treatment is explained in chapter 9 and chapter 10 focuses on group therapy. Family issues in therapy are addressed in chapter 11 which looks at family characteristics of enmeshed families and suggests family interventions. Recovery issues are considered in chapter 12. Chapter 13 focuses on the dietitian's role in the team treatment of bulimia and discusses issues of nutrition and health. Chapter 14 focuses on technical aspects of bulimia. References are included. Both a content and a name index are provided. (NB)

ED 345 135 CG 024 201

Megargee, Edwin J.
A Guide to Obtaining a Psychology Internship.
PUB DATE- 90
NOTE- 210p.
LANGUAGE- English

discussed at the seminar are provided. Topics are: (1) the idea that young people are basically healthy and getting healthier, although their high rates of death, injury, suicide, substance abuse, pregnancy, and sexually transmitted diseases cause considerable concern; (2) the need to study the health of youth at high risk, such as school dropouts, runaway youth, and youth in juvenile detention centers; (3) the goals of adolescent health care to promote and restore physical and emotional well-being, to enhance adolescent development for the adolescent and the family; to promote good habits that will continue later in life, and to reduce the negative consequences of high-risk behaviors; and (4) the severe and deteriorating health insurance picture for adolescents and young adults. A background report which discusses these topics as well as parents' role in the health of adolescents; a reference list of federal programs that fund health care for youth, including drug abuse and family planning programs; and a list of new national adolescent health projects are included. (ABL)

ED 345 154   CG 024 221

Hanson, Helen; And Others
The Relationship between Battered Women and Self-Esteem.
PUB DATE- Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (38th, Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; College Students; Higher Education; *Self Esteem

Violence against women as a social or psychological issue did not receive much attention in the professional literature until the mid-1970s. Previous research regarding battered women has been limited to the use of subjects drawn from shelters/safe houses specifically designed for this population. In view of this potential limitation, this study was designed to expand the generalization of the research findings to include a sample of battered women that was drawn from the non-sheltered, general population. Thus, three samples of subjects were tested: a sample of abused women (N=24) drawn from a sheltered population, a sample of battered college women (N=44) drawn from a non-sheltered population, and a group of non-battered women (N=113). Subjects were drawn from introductory psychology classes and from shelters for battered women. Through the evaluation of level of self-esteem of each sample this study ascertained similarities and/or differences between the two samples of battered women, as well as providing a replication of the previously reported self-esteem differential that exists between battered and non-battered women. Results indicated the non-battered women had significantly higher self-esteem than did the sheltered women or the battered women not from a shelter. Further research is needed to explain the increased verbal abuse in the non-shelter battered women versus the shelter battered women. (ABL)

ED 345 155   CG 024 222

Clark, M. Diane; And Others
Scripts for a Date Rape: Similarities and Differences in Males and Females Scripts.
PUB DATE- Mar 92

cope with oneself and to cope with one's environment. Participants completed instruments assessing self-esteem, coping, family functioning, and locus of control. Overall, participants from non-alcoholic-healthy families and the non-parental dysfunction-healthy families reported the least amount of stress-related family experiences; the alcoholic-unhealthy families and the parental dysfunction-unhealthy families reported the greatest degree of disturbance. The statistical analyses provided evidence to suggest that the level of functioning within a family and the presence or absence of parental dysfunction were associated with lower levels of self-esteem in young adult offspring. Participants who reported a problem drinking parent were not significantly different from those with no problem drinking parent on any of the dependent measures. (ABL)

ED 345 174   CG 024 241

Learning Innovations in Colorado: Life Skills Activities K-12.
PUB DATE- 89
NOTE- 394p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; *Daily Living Skills; Elementary School Students; *Elementary Secondary Education; *Individual Development; *Personal Autonomy; Secondary School Students
IDENTIFIERS- *Colorado

This handbook was created by 138 Colorado educators statewide to provide their colleagues with exciting ideas for infusing life skills into the school curriculum. This handbook offers a wide variety of practical learning experiences for elementary through high school level students in three broad categories: career development; independent living; and personal management. Each main section is further divided into subsections. Subsections of career development include career awareness, career exploration, school businesses, relating careers to school subjects, computer skills, and obtaining and maintaining employment. Subsections of independent living include community awareness, domestic skills, health and hygiene, leisure, life simulations, real life academics, media, personal economics, and augmentative communication and mobility. Subsections of personal management include enhancing self-image, positive relationships, goal setting and problem solving, managing behavior, study skills, and outdoor learning. Submissions that can be used at all levels (K-12) appear first in each subsection, followed by entries that are designed for the primary level through high school. Some submissions are comprehensive units extending throughout the school year and others are short activities requiring no more than 5 to 10 minutes. All authors are cited in the Author Index along with the page(s) on which their submission(s) can be found. Authors include principals, counselors, and regular and special educators. Four prize-winning submissions are identified (with ribbon symbols) in each of the three broad categories. (ABL)

ED 345 175   CG 024 242

Shepard, Suzanne
Family Assessment/Treatment/Evaluation Methods Integrated for Helping Teen Suicide Attempters/Families in Short Term Psychiatric Hospitalization Programs.

esteem of spouses were examined in this study. Data were gathered from 31 married couples from churches and 2 college classes. Confusion level and argument information were determined with a take-home survey given to both spouses who were instructed to complete them independently of each other. Confusion level was computed by the differences in spousal responses to questions of marital decision-making. A regression equation was used and a statistically significant positive correlation was found between confusion level and number of marital arguments. Analysis revealed no significant effect for self-esteem of husbands on argument frequency; however, a statistically significant negative correlation was found for argument frequency and self-esteem of wives. A stepwise regression analysis including all variables for husbands and wives combined revealed that confusion level and self-esteem were useful in predicting the frequency of marital arguments. Gender was not found to be a useful predictor. (Author/ABL)

ED 345 194 CG 024 261

Longo, Laura C.
How Do They Get Their Way? The Perceived Relationship between Gender and Social Influence Style.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Power Structure; *Sex Differences; *Social Influences

Research on the relationship between gender and social influence style suggests that there are both perceived and self-reported differences in the power strategies used by men and women. To thoroughly explore perceived gender differences in power strategy use, modes of influence that have been theoretically derived from, and systematically linked to, the power and gender-social influence literatures were adopted for use in the present study. Data were collected from 87 male and 139 female Rutgers University undergraduates. As subjects entered the research laboratory they were handed a folder containing a cover letter, an index card with a photograph of a male or female college student, and a questionnaire. The cover letter indicated that the study was concerned with first impression accuracy and depicted the photographed individual as a participant in an ongoing personality study at another university. Participants were informed that the researchers would compare their first impression judgments with actual behavioral and personality data from the photographed individual. From the results of the study, it was concluded that the main effect of influence agent sex on perceived strategy use was similar to past findings indicating that men are expected to, and actually report using, interactive and direct social influence styles. The study revealed that while social influence agent sex (the sex of the person photographed), as well as, to a certain extent, influence target sex (the sex of the person reacting to the photograph) both influence perceptions of power strategy use, the agent sex by target sex interaction is critical to one's understanding of perceptions of male-female social influence style differences. Some interesting and informative follow-up research might include looking at additional variables that interact with gender to influence perception of power and social influence describes some aspects of whole language programs at work, relates research findings that underlie the whole language philosophy, and presents scenes of teachers actively using literature in their classrooms. The book is organized into three major sections on genre studies, thematic units, and putting it all together. Chapters in the book are: (1) "Books for Emergent Readers" (Charlotte S. Huck); (2) "Act It Out: Making Poetry Come Alive" (Brod Bagert); (3) "Realistic Fiction and the Real World" (Dianne L. Monson); (4) "Interacting with Informational Books" (M. Jean Greenlaw); (5) "Enriching the Arts and Humanities" (Sam Leaton Sebesta); (6) "An Author Study: Tomie dePaola" (Joanne Lionetti); (7) "The Magic of Martin" (Deborah A. Wooten); (8) "Extending Multicultural Understanding" (Rudine Sims Bishop); (9) "Award Winners from Five English-Speaking Countries" (Sylvia M. Hutchinson and Ira E. Aaron); (10) "Organizing a Literature-Based Reading Program" (Dorothy S. Strickland); (11) "Responding to Literature: Activities for Exploring Books" (Linda DeGroff and Lee Galda); (12) "Using Literature with Readers at Risk" (Roselmina Indrisano and Jeanne R. Paratore); (13) "Resources to Identify Children's Books" (Arlene M. Pillar); and (14) "The Censorship Challenge" (Francie Alexander). Indexes of children's book authors and illustrators, and of children's book titles are attached. (RS)

ED 345 214 CS 010 936

Jones, Miles R.
The Effects of Training with Time Compressed Speech Plus Text on Reading Speed, Vocabulary, and Comprehension.
PUB DATE- 86
NOTE- 70p.; Figures 5 and 6 may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Listening Skills; Literature Reviews; *Reading Comprehension; *Reading Rate; *Reading Research; *Speech Compression; Theory Practice Relationship; Vocabulary
IDENTIFIERS- Skimming (Reading)

This paper reviews the literature on the effects of training with time compressed speech (TCS) plus text on reading speed, vocabulary, and comprehension. The first section of the paper presents an introduction and outline of the findings. The second section summarizes and critiques 15 studies on training with TCS published from 1954 to 1985. The third section discusses the effect of listening skill development on reading. The fourth section presents a summary and generalization of the findings that training with TCS plus text appears to be effective at increasing reading speed and vocabulary with no loss of comprehension. The paper suggests that "comprehension asymptote" (the preferred level of comprehension, or the percentage of reading material understood by an individual reader) is critical as the regulator of reading skills development. (Two tables and eight figures of data are included; 16 references are attached.) (RS)

ED 345 215 CS 010 937

Ediger, Marlow
Helping Your Child in Reading.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Content; Course Descriptions; Higher Education; Student
Research; *Undergraduate Students; *Writing (Composition);
Writing Assignments; Writing Instruction; *Writing Processes;
Writing Research
IDENTIFIERS- *Composition Theory; English Teachers

An advanced composition curriculum was designed for a class of 20 juniors and seniors, and because of the constraints of a university grant with which it was associated, the majority of assignments had to be collaborative. The subject of investigation was composition. That is, the students were challenged to do what composition researchers and theorists do: investigate the nature of written discourse and build theories from the investigation. The course began with individual students writing their own case histories which discussed how the student actually goes about composing a text. Next, after being assigned to groups, the students read and discussed the papers and began their collaborative research. A great deal of self-reflexiveness is built into this model, since students must investigate a crucial component of their intellectual development. Furthermore, students must engage in dialogue about language and must write about writing; consequently, they are immersed in a high level of metalanguage. Students' findings indicate: (1) that no consistent composing process is employed by any of the students, and whatever process is employed is inextricably tied to its efficacy in attaining an acceptable grade; (2) that many continue to procrastinate and rely on "all-nighters" at the computer; and (3) that there is a correlation between interest in the course and the amount of effort expended in writing. The value of collaborative research on composition is threefold: (1) having students investigate their writing practices provides context for the advanced composition course; (2) by placing their work in the context of research students share the authority for creating knowledge; and (3) through engaging in a process of "reflective practice" students are examining their discourse from a heightened perspective, and hopefully using their research as an impetus for change. (HB)

ED 345 234   CS 213 271

Murphy, Kathleen V.
Feminist Pedagogy and Student Constructions of Knowledge and
Female Authority.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (43rd,
Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Cognitive Development; Ethnography; Females;
*Feminism; Higher Education; Males; Moral Development; *Power
Structure; *Sex Differences; *Teacher Student Relationship;
*Writing Instruction
IDENTIFIERS- *Feminist Pedagogy; *World Views

A college composition instructor who approached her course from a feminist perspective found it difficult to overcome students' arguments and frustration until she obtained the help of an ethnographer. The ethnographer got involved with the instructor's evening classes on a regional campus for an entire semester. It was discovered that male and female students in the class were operating along very different intellectual and

Research
IDENTIFIERS- DeKalb School District GA; Process Approach
(Writing); *Writing Express

A study investigated the effectiveness of the Writing Express program (similar to the "Writing to Read" program, but with the distinction that students write in their second-grade classrooms and follow thematic maps integrated into the regular classroom curriculum). All 895 second-grade students in six Writing Express schools and 6 non-Writing Express schools were pre- and post-tested in writing and spelling using researcher-developed measures. Researchers observed all of the 23 experimental classrooms shortly after the program was implemented and again toward the end of the school year to identify any improvements or changes. A questionnaire was administered to all teachers in the program. Results indicated that: (1) the program did not make a significant contribution to posttest scores in spelling, writing, vocabulary, reading, or total language scores; (2) differences in posttest scores among students in both the experimental and control schools were explained by their pre-spelling and pre-writing scores; (3) teachers felt that the majority of students made significant gains in the overall program goals of written expression, reading skills, spelling, and computer literacy; (4) teachers expressed a need for follow-up training to enable them to implement the program effectively; (5) teachers need more guidance in teaching writing as a process; (6) students rarely revised their work; (7) teachers were rarely observed facilitating students' writing development; (8) teachers and students had positive attitudes about the program in general; (9) students enjoyed writing at the computer; and (10) students were familiar with word processing and basic computer technology skills. (Six tables of data are included.) (RS)

ED 345 253 CS 213 304

Hellman, Sally G.
A Positive Report Card.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; English Instruction; High
Schools; Instructional Effectiveness; *Portfolios (Background
Materials); Program Implementation; *Student Evaluation;
*Writing Evaluation
IDENTIFIERS- Alternative Assessment

A high school English teacher found that one easy way to keep the idea of positive reinforcement foremost in her mind when she works with students was to use writing portfolios. A Portfolio Assessment project was designed in which portfolios were used in two sophomore and two junior regular English classes. A flexible plan was developed for using portfolios in classes taught by two teachers using different syllabi and different writing exercises. Students wrote first drafts, had them peer-edited, revised the essays if necessary, and then submitted them for a grade. Any paper could be revised if the student was not satisfied with his or her grade on that assignment. Parents were encouraged to review the child's work in progress as well as the final product. Results of the first semester were encouraging: approximately 100 of the 130 students completed their portfolios (the remaining students had to take a final exam). Word spread, and teachers as well as other students were term: "public," a term which refers to a space, or point of contact. For the author Richard Sennett, a public space is one where strangers meet and talk, a site of difference and not consensus. The classroom should become such a public space, a zone of contact between competing views. In a class at the University of Pittsburgh, "Writing About Film," students were asked to write about any scene or image in the movie, "Do The Right Thing," that was difficult to interpret. Three selected responses indicated the range of opinions, and through discussion, support for each reading was presented. The goal was not to move closer to some ideal understanding of the film, but to determine why students chose to "read" it as they did. After rewriting the papers, the ways in which the class discussions had shaped the revised responses became clear. Students define their own voices partly through the public discourse of the classroom, demonstrating the value of the wrangle as opposed to the value of any push for consensus. (Fifteen references are attached.) (HB)

ED 345 271   CS 213 338

Hunt, Russell A.
Utterance in the Classroom: Dialogic Motives for Invention.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; College English; Computer Networks; Cooperative Learning; Course Descriptions; Foreign Countries; Higher Education; *Peer Evaluation; Research Papers (Students); Revision (Written Composition); Writing (Composition); *Writing Assignments; Writing Instruction
IDENTIFIERS- *Dialogic Communication

Collaboration in writing is not confined to conventional multiple authorship and peer editing, but extends across the text to include its readers. Strong support for language development comes from dialogic situations in which student writing is created as a response to some other utterance, and yet classrooms rarely support such situations. The site of composing must support dialogic motives for invention. In a course designed to accomplish this objective, students' writing styles demonstrably changed to become more functional in a setting stressing dialogue and communication among peers. A method for teaching writing can be based on dialogic techniques by allowing students to generate topics of study, by communicating via computer network, and by concentrating on responding to what other participants are saying and thinking. A number of excerpts from student comments regarding one student's topic of study reveal the extent to which a dialogic approach can help students to focus and determine their final papers. In addition, the thoughtful and sometimes lengthy comments on a final report, again all written by other students, show an appreciative support for the accomplishment as well as suggestions for further questions related to the topic. Finally, several excerpts from student evaluations of the course illustrate the ways in which they believe their writing changed during the process of the course, changes due mainly to the fact of the writing being embedded in dialogic chains of conversation in which motives for invention are emphatically social. (HB) positive. The first-year students' responses, though mostly positive, were not as enthusiastic as those of the graduate students. Many of the negative comments focused on grading, money, status, and a concern about the validity of the student teacher's knowledge. Some students felt that they were somehow being cheated. The students recognized the advantages of multiple perspectives, yet ironically the view of the teacher as sole authority surfaced. Overall, the students enjoyed having a role in training future teachers, while the potential teachers were eager and grateful to have the opportunity to teach a literature class. (HB)

ED 345 290 CS 213 357

Sommers, Elizabeth
Peer Groups in Evolution: Inventing Classroom Communities.
PUB DATE- Mar 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Classroom Communication; Cooperative Learning; Females; Freshman Composition; *Group Behavior; Group Dynamics; Higher Education; Peer Groups; *Peer Teaching; *Sex Differences; *Writing Improvement; Writing Instruction
IDENTIFIERS- *Communication Behavior

It can be very difficult for writers to invent classroom communities, to share their writing; it can be especially difficult for anxious young writers who have never before worked in peer groups. Student participation is largely influenced by gender roles shaped by years of socialization. Teachers should not be startled by less female participation, a reflection of larger cultural patterns, since such non-participation conforms to numerous research studies. Many researchers have demonstrated differences between men's talk and women's talk differences that bear on attempts to create peer group situations in the classroom. Observation showed that two distinct types of all-female groups evolved in a year-long composition class: communal groups and compliant groups. Communal groups are talkative, encouraging, attentive, and respectful of each other's right to speak. They tend to take many risks and seem to have more authority and control over their learning processes. Compliant groups show some of the same characteristics, but they were placed together by the teacher, they have much shorter sessions, and the response rate is much lower. The women in the compliant groups remain reticent, offer comparatively little substantive feedback, and do not seem to see themselves as authority figures. Changing from a teacher-centered to a student-centered approach is not enough. Individuals in groups need to be willing to communicate what they know, to go beyond prescribed gender roles, and to take risks. Women in particular may need help moving from being "good" to being authentic. Learning how to facilitate this process is one of the most important things writing teachers can do. (Fifteen references are attached.) (HB)

ED 345 291 CS 213 362

McCarthey, Sarah J.
Teachers' Changing Conceptions of Writing Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement

IDENTIFIERS- Communication Behavior

Rapidly changing demographics are forcing more and more Americans to interact with people who are different from themselves. Americans must become more sensitive to cultural diversity. One way to address this challenge at the university level is to offer courses in intercultural communication. At one university, an upper level course in intercultural communication is offered which meets the university requirement in cultural diversity. After an introductory examination of terms and concepts, the first half of the course addresses the international dimension, looking at African, Middle Eastern, and South American cultures, both generally and in specific cultures or countries. The second half of the course is devoted to intercultural communication within a country, using as a starting point the situation of French and English speakers in Canada, followed by an examination of the primary non-Caucasian cultures in the United States. Throughout the course certain core aspects are covered, including cultural factors (attitudes, beliefs, values, stereotypes, and prejudices), verbal communication or language factors (translation problems, denotative and connotative meaning, and linguistic relativity), and nonverbal communication factors (such as gestures and facial expression). Instruction is carried out using both the lecture-discussion method and experiential learning activities in the form of case studies, simulation, exercises, and a field study project. (The course syllabus, 35 references, and copies of two cartoons dealing with American Indian issues, are attached.) (SR)

ED 345 309 CS 507 817

Ostermeier, Terry H.
The Intercultural Interview: An Experience in Intercultural Listening.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 4-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; College Seniors; Cross Cultural Studies; *Cultural Awareness; Cultural Differences; Higher Education; *Intercultural Communication; Interpersonal Communication; *Interviews; *Listening; *Listening Skills; Multicultural Education; *Speech Communication; Speech Instruction
IDENTIFIERS- Communication Behavior

An experiential student project in an intercultural communication course promotes active cross cultural understanding through an intercultural interview with listening as a primary focus. Students in this senior-level course may choose to conduct an intercultural interview as a field study project, meeting for two or more separate interview sessions with someone from a foreign country or from an American cultural group other than Caucasian. In the interviews, information is sought regarding the interviewee's culture and communication in that culture, and the interviewer assesses the impact of observed nonverbal factors (facial expressions, eye behavior, use of space, hand gestures, and voice) on the listening process. Students present short oral presentations in the final weeks of the semester, highlighting major findings pertaining to the culture and communication, and presenting a discussion and analysis of the initial reform's misconception that more schooling would achieve more learning. A surge of mandates--and of money--fueled growth in bureaucracy and special programs, but results did not improve. Section 2 reports on where the $11 billion was spent. Section 3 discusses the indifferent results in New York's schools, while section 4 explains that non-public schools, offer some lessons for the public schools in how to get good results for less money. Section 5 elaborates on what makes good schools: focus, leadership, autonomy, high standards, and an orientation toward results. Section 6 looks at examples of new, results-oriented schools in New York, and section 7 details a new Compact for Learning to give schools more autonomy to arrive at intended outcomes. (RR)

ED 345 330   EA 023 841

Lanke, Barbara A.; And Others
The Ethics Crisis--Is It the School's Responsibility?
PUB DATE- Nov 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Development; Elementary Secondary Education; *Ethical Instruction; *Ethics; *Folk Culture; Metaphors; *Moral Values; Multicultural Education; Program Descriptions; Program Design; Program Development; *Role of Education; *Values Education
IDENTIFIERS- *Heartwood Program

A groundswell of interest in values education is calling educators to return to the direct and indirect teaching of positive values. Prompted by scandals in the public domain and breakdown in families, character education is gaining ground in public education. Adhering to the "bag of values" approach to moral education and drawing upon the cognitive-developmental approach to moral education, a model using metaphorical tools has been developed and field tested. This model, the Heartwood Program (pilot tested in Pittsburgh), uses folk literature and hero stories representative of countries from around the world (tales that illustrate the attractiveness and validity of ethical virtuous choices). The stories address human problems with solutions based on ethical judgments that touch the head and the heart. Seven attributes were identified: courage, loyalty, justice, respect, honesty, hope, and love. These attributes were then used as the focus of program activities that incorporated literature from around the world. The field testing and subsequent evaluation of the project by superintendents and elementary curriculum coordinators yielded qualitative and quantitative data that are summarized in a results section. Included in the appendices are questionnaire and data sheet results, a Heartwood design flowchart, and a summary of evaluation results. (RR)

ED 345 331   EA 023 848

Brunswic, Etienne; And Others
The Development of School Textbooks and Teaching Materials. Report of an IIEP Seminar (Paris, France, November 27-30, 1990).
PUB DATE- Nov 90
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

gifted education. Methodology involved interviews with 22 members of the Joint Partnership Advisory Council, who represented community and state agencies, businesses, schools, and universities. Participants shared a definition of partnerships as dynamic, evolving entities that feature collaboration among persons of equal status. Critical components are mutual understanding and respect for differences, communication, and utilization of human as well as financial resources within a decision-making framework. This research offers a beginning in the development of a sociocultural view of the partnership process. A figure depicting CAGE relationships is included. (15 references) (LMI)

ED 345 350   EA 023 937

Johannesson, Ingolfur Asgeir
Principles of Legitimation in Educational Discourses in Iceland.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Foreign Countries; *Research Methodology; *School Restructuring; Teacher Education; *Theory Practice Relationship
IDENTIFIERS- *Iceland

This paper interrelates the conceptual approaches of Michel Foucault and Pierre Bourdieu to draw a method to investigate reform in elementary education (ages 6-16) in Iceland in the past 25 years. First is a brief explanation of the conceptual framework of the research that has been conducted on the reform. Identified are three main spectra of legitimating principles in the discourse on educational reform and teacher education in Iceland. These spectra are: a reform versus pre-reform spectrum; a reform spectrum with technological and progressive poles; and a traditional academic capital versus curriculum theory capital spectrum. The last section of the paper discusses the prospects of this research approach compared to other approaches to the study of educational reform. It is argued that most conventional educational research is too preoccupied with producing progress to enable researchers to take a self-critical stance about the underlying assumptions. A framework that can deal with discourses, structural relations, and individuals in one study provides researchers and practitioners in the field with the potential of being reflective on their involvement without blaming themselves for failing reforms. (41 references) (RR)

ED 345 351   EA 023 938

Wise, Connie; Ramirez, Al
Assessing Educational Reform: Illinois Experience.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation

1989. This paper studies the first year of New Jersey's takeover policy for failing school districts. Data were collected through interviews, direct observation, and document review. The paper describes the development and operation of the monitoring system leading to state takeover, addresses the reasons for targeting Jersey City, discusses district accomplishments during the first year of state control, and describes the external forces influencing takeover. A year after state operation, school improvement seemed to have begun; efforts were made to educate and involve parents and the community, improve building facilities, expand prekindergarten programs, and ensure greater fiscal accountability. However, provision for additional funding was lacking, along with mandates ensuring availability of state department of education resources. Jersey City was also handicapped by an omission in the law preventing acquisition, construction, or major repair of buildings. Although the state-appointed district superintendent concentrated on evaluating staff, legal provisions guaranteeing seniority rights merely reshuffled personnel instead of removing many staff formerly in charge. (35 references) (MLH)

ED 345 371 EA 023 963

Fuhrman, Susan H.; And Others
South Carolina's Flexibility through Deregulation Program: A Case Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Educational Change; Elementary Secondary Education; Principals; *School District Autonomy; *State Legislation; *State School District Relationship; Surveys
IDENTIFIERS- *Deregulation; *South Carolina

To foster high quality education, some states are treating districts differently, reserving a heavy hand for some and granting more flexibility and regulatory freedom to others. South Carolina was the first state to enact a flexibility program granting blanket waivers, or wide-scale exemptions from whole categories of education regulations, to a certain group of high-performing schools. The state's Flexibility through Deregulation program is part of a Target 2000 reform package enacted in 1989. This case study examines the effectiveness of South Carolina's flexibility program, drawing from a review of state and federal documents, interviews with state-level policymakers, and a survey conducted by the Consortium for Policy Research in Education. In September 1990, questionnaires were mailed to principals of all schools then qualifying for the deregulation program. Out of 125 surveys mailed, 70 principals responded, for a 56 percent response rate. Following a brief introduction, subsequent sections discuss the evolution of state reform efforts, specific program provisions, other deregulation provisions contained in Target 2000, the future of education reform, and issues for further research. Many schools undertook significant changes resulting from deregulation. Smaller schools seemed more adventurous in their experimentation, and the district's role was helpful in providing expectations and/or assistance. Comparisons of deregulation approaches suggests that few schools were taking

Gerontology; Long Range Planning; Needs Assessment; Networks; *Older Adults; *Program Development; *Social Integration; State Programs
IDENTIFIERS- *New York

This information rich "How To" guide presents ways to help elderly persons with developmental disabilities find and use generic community programs for senior citizens. It discusses successful methodologies, addresses programmatic features, and offers ideas to improve accessibility and resources at the community level. The information is based on experiences of four county-based demonstration projects in New York. Initial sections review project background, explain important concepts (such as developmental disabilities), and identify problems this population has in using local services. The next three sections describe functions of the national and state aging network and of the developmental disabilities system, and how these two systems differ. The following section identifies specific aging program opportunities and how persons with developmental disabilities can participate. A section on how to get started stresses the importance of networking. Remaining sections give guidelines on how to select programs, how to involve participants, how to support integration, and future trends. Nine appendices include a project overview, a listing of district developmental services offices, New York aging and developmental disability networks and local offices for the aging, an annotated bibliography of 20 items, a statement of rights and assumptions, and various memoranda. (DB)

ED 345 391 EC 301 150

Janicki, Matthew P.
Building the Future: Planning and Community Development in Aging and Developmental Disabilities.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 91
NOTE- 162p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Aging (Individuals); Attitudes; Community Programs; *Developmental Disabilities; Federal Legislation; Federal State Relationship; Geriatrics; Gerontology; Government Role; Higher Education; Inservice Education; Long Range Planning; Needs Assessment; *Older Adults; Professional Education; Program Development; *Social Integration; State Programs; *Statewide Planning
IDENTIFIERS- *New York

This manual is intended to assist New York State agencies in the "Community Integration Project in Aging and Developmental Disabilities." The first section chronicles experiences of various agencies in carrying out long-term planning, training, and program development for this population. The second section explains federal developmental disabilities statutes, common aging terms, effects of aging on specific disabilities, and incidence estimates. Other sections discuss federal acts that directly affect older persons with developmental disabilities; potential barriers to integration; strategies for overcoming these barriers (including policy, attitudinal, information, communication, and financial barriers); guidance on state and

ED 345 411 EC 301 171

Horvath, Michael John; And Others
Special Education and the Law.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Childrens Rights; Civil Liberties; Civil Rights; *Court Litigation; Developmental Disabilities; *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Mental Disorders; Minority Groups; Parent Rights; Pupil Personnel Services; *Special Education; Student Placement; Vocational Rehabilitation
IDENTIFIERS- Education for All Handicapped Children Act

This paper summarizes results of federal legislation and court litigation addressing special education issues. The first section considers cases in which rights were secured through litigation. These include rights of minority groups, rights of the mentally ill, rights of the mentally retarded, and the right to a fair classification. The second section discusses specific cases concerned with the right to education especially the Pennsylvania Association for Retarded Children versus the Commonwealth of Pennsylvania case. Litigation about aspects of Public Law 94-142, the Education for All Handicapped Children Act, is reviewed next including issues of prior legislation, specific provisions, and parent rights. Clarifications of succeeding legislation (e.g., P.L. 98-199, P.L. 99-457, and P.L. 101-476) are briefly summarized. Legislation specifically addressing vocational rehabilitation and developmental disabilities is considered next. Finally post P.L. 94-142 issues are discussed. These include: student removal; private school placement; related services (transportation, medically related services, and other services); the extended school year; attorney fees; and communicable diseases. Cases and statutes are listed at the end in tabular form. (11 references) (DB)

ED 345 412 EC 301 172

Donders, Jacques
Academic Placement after Traumatic Brain Injury.
PUB DATE- Feb 92
NOTE- 5p.; Paper presented at the Annual Meeting of the International Neuropsychological Society (20th, San Diego, CA, February 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Head Injuries; Intelligence Quotient; *Mainstreaming; Medical Evaluation; *Neurological Impairments; Special Education; *Student Placement

The acadmic placement of 87 children (ages 6 to 16 years) who had sustained brain injuries was determined within 1 year after initial psychological assessment. Forty-five children had returned full time to regular academic programs, 21 children received special education support for less than half of their classes, and 21 children were enrolled in special education classes for more than half of their time. The predictive power of various medical history variables with regard to school outlets, such as direct mail, billboards, and promotional items, are also noted. (12 references) (JDD)

ED 345 432 EC 301 193

Pawl, Jeree, Ed.
Prosocial Development of Very Young Children.
PUB DATE- Apr 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; Conflict Resolution; *Disabilities; *Emotional Development; *Empathy; Environmental Influences; Infants; Inservice Education; Interaction; *Interpersonal Competence; Models; Parent Child Relationship; *Social Development; Social Integration; Teaching Methods; Toddlers; Young Children
IDENTIFIERS- Shame

This newsletter presents five articles focusing on the social development of infants and very young children. The first article, "Sympathetic Behavior in Very Young Children," by Lois Barclay Murphy, gives examples of early sympathetic behavior, traces the development of sympathy, identifies individual patterns of sympathetic response, and considers sympathy in the physical and social context. The second article is "Shame, The Exposed Self," by Michael Lewis. It presents a structural model for defining self-conscious emotions, especially shame, and examines the development and socialization of shame. Next, Susan Crockenberg, in "How Children Learn To Resolve Conflicts in Families," looks at parent child interaction as conflict resolution, the effect of conflict on children's development, and implications for family intervention and research. "Social Development and Integration: Facilitating the Prosocial Development of Typical and Exceptional Infants and Toddlers in Group Settings," by Donna Wittmer and Sandra Petersen, illustrates and provides examples of specific strategies for helping children develop early social skills. The last article is "CHILDSPACE--Creating an Environment of Respect for Infants and Toddlers and Caregivers of Children." In it, Jane C. Warrent and others describe a 10-lesson curriculum for caregivers emphasizing the development of respectful social behaviors in very young children. References accompany each article. (DB)

ED 345 433 EC 301 194

National Strategic Research Plan for Balance and the Vestibular System and Language and Language Impairments. Panel Report (January 28-29, 1991).
PUB DATE- 91
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Children; Clinical Diagnosis; Cognitive Processes; Cultural Differences; *Deafness; Incidence; *Language Acquisition; *Language Handicaps; Neurology; Perceptual Development; *Research Needs; Sensory Integration; Sign Language; Spatial Ability

DESCRIPTORS- Agency Cooperation; Apprenticeships; *Developing Nations; *Economic Development; Economic Impact; Educational Practices; Financial Support; Foreign Countries; Global Approach; Institutional Cooperation; *Job Training; Occupational Mobility; Postsecondary Education; Small Businesses; *Vocational Education

IDENTIFIERS- *Latin America

Vocational training (VT) programs in Latin America prepare workers to perform middle-level occupations or jobs. VT in Latin America is characterized by the existence of solid and autonomous national institutes linked to the logic of economic production, funded through a payroll levy grant, counting on a tripartite board, and related to ministries of labor. Public and private agencies also dispense VT. In some countries, one institution is responsible for all sectors of the economy. In others, the institutions are divided into three traditional sectors, or specific sectoral institutions appear. VT is a component of production and education processes. A parallel effort to restructuring the global economy of problems should be considered by policymakers, not just a study of short-term social aspects. Vocational training institutes (VTIs) respond to economic challenges by participating in institutional organization. Large firms generally do their own training, so VTIs can concentrate their efforts on small and medium-sized firms. VTIs have developed operational and methodological alternatives and instruments, such as apprenticeships, the German Dual System, distant training, and attention to the informal sector. More diverse funding alternatives should be examined to attend to the wide spectrum of responsibilities and activities. (NLA)

ED 344 985 CE 060 705

Mishler, Carol

Program Needs Assessment: The Telephone Survey Alternative.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

PUB DATE- Jun 91

NOTE- 30p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Education; Guides; Interviews; Mail Surveys; *Needs Assessment; Pilot Projects; Postsecondary Education; *Program Development; *Questionnaires; *Technical Education; Technical Institutes; *Telephone Surveys; Two Year Colleges; *Vocational Education

This guidebook explains how to conduct a telephone survey that will gather the information necessary for new program needs assessment in the Wisconsin Vocational, Technical, and Adult Education system. The guidebook is based on pilot assessments conducted by Fox Valley Technical College. The guidebook contains five sections: (1) introduction--why do the survey by telephone; (2) getting ready for the telephone survey--list of employers, determining how many to interview, and alerting employers before the survey; (3) sections in the sample questionnaire; (4) telephone interviewing--basic procedures, selecting interviewers, training and supervising interviewers, and facilities for interviewing; and (5) results of two pilot tests--list of employers, response rate, the mail option method, interviewing time, and costs. Four appendices contain

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Employment Services; Federal Legislation; Hearings; Job Placement; Job Search Methods; *Job Training; *Parents; Program Implementation; State Programs; Unemployment; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Congress 102nd; Family Support Act 1988; *Job Opportunities and Basic Skills Program

This report describes a congressional hearing on implementation of the Job Opportunities and Basic Skills (JOBS) Training Program enacted by the Family Support Act of 1988. Focus is on the progress being made. Testimony includes statements and prepared statements from U.S. senators, and individuals representing the Administration for Children and Families, Department of Health and Human Services; American Public Welfare Association; Alabama Department of Human Resources; Employment Programs Branch, California Department of Social Services; Bureau of Income Maintenance, Maine Department of Human Services; Baltimore (Maryland) Office of Employment Development; Baltimore City Social Services Department; and Manpower Demonstration Research Corporation. A statement of the Child Care Action Campaign is appended. (YLB)

ED 345 004 CE 061 008

Gottron, Martha V.
Education in the Workplace: The Military Experience. A Report on the Conference on the Role of Education in Restructuring Defense and Other Industries (Washington, D.C., May 16, 1991).
PUB DATE- 16 May 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Dismissal (Personnel); Education Work Relationship; *Employment Potential; Employment Practices; Enlisted Personnel; Inservice Education; Labor Turnover; *Military Service; Military Training; Off the Job Training; *On the Job Training; *Outplacement Services (Employment); *Reduction in Force; *Role of Education; Staff Development; Unemployment
IDENTIFIERS- Department of Defense

The Defense Department--the nation's largest employer--has announced that it is planning a 20 percent reduction in its work force. The transition is expected to go more smoothly than initially assumed. Because of education and training received in the service, most newly released service personnel should be competitive in the civilian job market. Young men and women who would have joined the military, the so-called "newly qualified," are expected to find jobs in the civilian sector, but with few of the training or education opportunities they would have received if they had been able to join the military. The people most affected by the reduction may be those whom the newly unqualified will displace on the job ladder--those with even less education and few job skills. Resources available to help those newly released from the armed services make the transition to the civilian sector might be made more effective through better ties between higher education and military education and greater use of tools for documenting skills and job competencies acquired in the military. Private industry could benefit by adopting the military's attitude and emphasizing the value of education and training in the workplace. Even at times of major adjustments, employees are

SPONS. AGENCY- Illinois State Board of Education, Springfield.
Dept. of Adult, Vocational and Technical Education.
PUB DATE- Nov 91
NOTE- 110p.; For a related document, see CE 061 053.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; *Community Colleges; Educational Development; *Educational Research; Higher Education; *Information Dissemination; Needs Assessment; Research and Development; State Programs; Statewide Planning; *Technical Assistance; Technical Education; *Technology Transfer; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Illinois; Tech Prep

The Office of Community College Research and Leadership project involves research, technical assitance, information dissemination, and leadership activities for postsecondary Illinois vocational-technical education target audiences, especially community college administrators. "Update" newsletters and "Research Briefs" reporting current research and information were developed and mailed to approximately 750 educators in November 1990 and May 1991. A survey of needs of Illinois community college vocational-technical education was conducted. The office concluded a technology transfer study in fall 1990 and distributed a final report and executive summary. It conducted tech prep research and development efforts for the Illinois State Board of Education's Department of Adult, Vocational, and Technical Education. Presentations were made at national meetings about research efforts. The office conducted two leadership graduate education courses. These products were delivered: Illinois Tech Prep Planning Strategies Handbook; Final Report; Update newsletter and Research Briefs; Executive Summary: Illinois Community College Vocational-Technical Education (ICCVTE) Survey; and Building World Market Competitors: Illinois Community Colleges Transfer Technology. (These appendixes--the bulk of the document--follow the 22-page report: Update newsletters and Research Briefs; Building World Market Competitors, Status Report Summary and Recommendations; Executive Summary, ICCVTE Survey; and two journal articles.) (YLB)

ED 345 023 CE 061 057

Improving Vocational Teacher Education at Northern Illinois University. Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
Dept. of Adult, Vocational and Technical Education.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; College Programs; Educational Improvement; Educational Needs; Higher Education; High Schools; *Integrated Curriculum; *Preservice Teacher Education; Program Improvement; *Student Recruitment; Teacher Education Programs; Two Year Colleges; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Northern Illinois University; *Paideia Proposal

A project was conducted to improve the vocational teacher education program at Northern Illinois University (NIU). Project activities were based on five objectives. To meet the first objective of revitalizing recruitment strategies for the resources, and state personnel, with their knowledge of and access to the business community, can contribute to the intertwined issues of competitiveness and poverty. Following an introduction, chapter 2 examines four related issues: poverty, income equity, welfare dependency, and the urban underclass. Each issue is defined, and a policy context is provided by analyzing or summarizing policy approaches to the issue. Chapter 3 focuses on current state economic development practices that could be used in a state antipoverty strategy. It addresses "supply-side" activities that make production factors more attractive to businesses in ways that would also benefit poor people and distressed areas. Then it describes "demand-side" activities that help create new economic investment to benefit these groups and areas. Chapter 4 addresses two important facets of resource delivery: local implementation, and collaboration among resources. It reviews the four major sets of institutional resources available for a state antipoverty policy--education, welfare, job training, and economic development--and discusses linkage. It looks at the local implementation system, reviews building the competencies of local government, discusses approaches to collaboration, and describes successful collaborative efforts. Chapter 5 outlines policy approaches to addressing poverty, sets a framework for a state economic opportunity strategy, and describes its components. (197 references) (YLB)

ED 345 042 CE 061 133

Schinnow, Laura; And Others
Literacy and Health Education. Final Report.
PUB DATE- Nov 90
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; Caregivers; Educationally Disadvantaged; Educational Research; Health Education; *Health Personnel; *Illiteracy; Instructional Materials; *Literacy Education; *Material Development; Medical Services; *Patient Education; Physician Patient Relationship; *Professional Continuing Education; Professional Personnel; Surveys; Workshops; Writing (Composition)

A project was designed to improve communication between health professionals and patients with low literacy levels. A survey was sent to over 600 health professionals to identify their awareness of undereducated adults, determine priorities in patient communication, and collect a sample of current educational materials; 132 surveys were returned. A survey distributed to adults investigated opinions of relationships with health care providers, use and understanding of medicines, and adults' responsibility for getting answers about health-related questions. These adults were students in adult basic education, General Educational Development programs, English-as-a-Second-Language, and continuing education classes or were participants in community agencies and civic organizations; 546 returned surveys. Health professionals also provided over 200 pieces of information that were distributed to patients. These materials were divided into five categories to demonstrate effective and ineffective written communication. A continuing education workshop was conducted for health professionals. Student materials developed included an introduction for teachers/tutors on "teaching patienthood," an instructional guide, and six worksheets. (The nine-page report is followed by management operations; and employability skills. (NLA)

ED 345 060 CE 061 154

General Marketing. Ohio's Competency Analysis Profile. Revised.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 92
NOTE- 22p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Competence; *Competency Based Education; Computers; Employment Potential; Information Management; Job Analysis; Job Skills; *Marketing; *Money Management; Postsecondary Education; Purchasing; Salesmanship; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio; Risk Management

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for general marketing occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 15 units on general marketing: human resource foundations; marketing and business foundations; economic foundations; promotion; selling; risk management; distribution; pricing; financing; product/service operations; purchasing; marketing information management; financial management; computer operations; and employability skills. (NLA)

ED 345 061 CE 061 155

Hospitality and Facility Care Services. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jan 92
NOTE- 21p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Competence; *Competency Based Education; Employment Potential; *Food Service; *Health Facilities; *Hospitality Occupations; Job Analysis; Job Skills; Occupational Safety and Health; Postsecondary Education; *Sanitation; Secondary Education; Task Analysis; Vocational Education

and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the nine units are as follows: general safety precautions; nursery and garden center operations; equipment maintenance; equipment operation; facility maintenance; marketing and sales; product handling; business management; and employability skills. (YLB)

ED 345 078 CE 061 172

Resource Conservation. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 92
NOTE- 34p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cartography; Competence; *Competency Based Education; *Conservation (Environment); Construction Management; Employment Potential; Entry Workers; Equipment Maintenance; Facility Planning; Grounds Keepers; Job Analysis; Job Skills; Landscaping; *Natural Resources; Occupational Information; Postsecondary Education; Safety; Secondary Education; Soil Conservation; Task Analysis; Turf Management; *Water Quality; *Wildlife Management
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for resource conservation occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 13 units are as follows: general safety precautions; resource conservation industry; water quality management; soil conservation; mapping; nature interpretation; fish and wildlife management awareness; groundskeeping; equipment maintenance; equipment operation; facility construction and maintenance; business management; and employability skills. (YLB)

ED 345 079 CE 061 173

Travel and Tourism Marketing. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

companies, line management carried out on-the-job training, implicitly rather than explicitly. No company considered apprenticeship. (YLB)

ED 345 097 CE 061 208

Katz, David; Fisher, Roslyn
Occupational Education Bridge Program in Community Colleges for Academic High School Students. Final Report 1990-1991.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Postsecondary Grants Administration.
PUB DATE- Nov 91
NOTE- 52p.; For the 1989-1990 report, see ED 327 263. Prepared at the Center for Advanced Study in Education (CASE).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *Career Education; Career Exploration; *College Bound Students; *College School Cooperation; Community Colleges; Counselor Training; High Schools; Interest Inventories; School Counseling; Transitional Programs; Two Year Colleges; Vocational Education

The Occupational Education Bridge Program provides a bridge, between academic/comprehensive high schools and community colleges, that offers average ability students college experience through a career program. During its second year, the program provided 91 students (42 juniors and 49 seniors) from 5 academic/comprehensive high schools in Queens, New York, with a vocational education experience at Queensborough Community College (QCC). Counselors at each school recruited students and assisted them with selection of QCC courses. Confusion over orientation and registration procedures led to the recommendation that students be registered at their individual schools. Counselors and program staff met with students during the semester, and counselors received inservice training. Fifty-six students completed their courses, a rate comparable to that of typical QCC freshmen. Whether students completed or withdrew, they were positive about participating. Evaluation based on exit interviews, pre/posttest data, and enrollment and performance data led to the recommendations that there should be: (1) more careful screening of participants; (2) clarification of course requirements; (3) more counseling and ongoing support; (4) parent participation; and (5) improvement of student-instructor relationships by allowing no more than five bridge students per course. (Seven appendices are included: (1) bridge student information form; (2) course selection form; (3) exit interview form; (4) course description booklet--Spring 1991; (5) staff development conference copy; (6) career exploration inventory; and (7) interview form. Data from Career Exploration Inventory pre/posttest and the Summary of Students' Feelings and Attitudes as Reported to Counselor Liaisons are included.) (NLA)

ED 345 098 CE 061 210

Hawkes, Ellen G.; Pisaneschi, Patricia Y.
Academic Excellence for Adults: Improving the Teaching/Learning Process through Outcomes Assessment.
PUB DATE- 14 Feb 92
NOTE- 22p.; Paper presented at the National University Conference on Lifelong Learning: Meeting the Higher Education Needs of Adult Learners (San Diego, CA, February 14, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB DATE- 88
NOTE- 313p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Counseling; Dating (Social); Environmental Influences; *Family (Sociological Unit); Family Life; Individual Development; *Marriage; Remarriage; Systems Approach

This book provides readers with the knowledge and skills needed to engage effectively in marriage and family life. The first chapter provides an overview of the book's content. Concepts relative to individual growth and development, and the movement toward intimacy are presented with emphasis on the teenage, young adult, and adult phases of the life cycle. The second chapter makes a case for knowing oneself as a basis for making effective choices in marriage and family life. The third chapter explores interpersonal relating as a foundation for the process of relationship development in the context of marriage and family life. The fourth chapter investigates the nature and impact of common factors which form today's environment. The fifth chapter explores the impact of one's family of origin, and the sixth chapter explores the process and experience of dating and courtship. The seventh chapter addresses the meaning and experience of marriage. The concept of commitment and the importance of love and respect are stressed. The eighth chapter discusses the family as a system. The ninth chapter addresses the special issues and problems of a remarried life. Dynamics of healthy family functioning that account for forming an effective new unit while honoring legacy connections of past relationships are stressed. The tenth chapter presents an overview of professional and community resources available to couples and families. (LLL)

ED 345 116 CG 024 181

Witmer, J. Melvin
Pathways to Personal Growth. Developing a Sense of Worth and Competence: A Holistic Education Approach.
PUB DATE- 85
NOTE- 483p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Coping; *Counselors; Creativity; Decision Making; *Emotional Response; Health Promotion; *Holistic Approach; Imagination; *Individual Development; *Self Actualization; Self Esteem; Stress Management; Values
IDENTIFIERS- Adlerian Psychology

This book is intended to motivate persons working in the human and social service occupations toward fuller personal development as well as to improve professional competence. The first part discusses the process of becoming a more fully functioning person. Human potential, barriers to personal growth, self-fulfillment, and seeking pathways to growth are all discussed. An emerging framework for holistic education is also examined. Wellness as a way of life, and coping with the stresses of life are discussed. The second part looks at feelings and their purpose. Understanding feelings and interpreting the language of feelings are examined. Protecting, defending, and enhancing self-esteem are discussed. Management of feelings is explained, and the meaning of encouragement is explored as the essential element in the human interaction

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Admission Criteria; *Clinical Psychology; *Graduate Students; *Higher Education; *Internship Programs; Selective Admission

This is a guidebook written to help graduate students in clinical psychology from a variety of programs obtain internships at training programs across the country. Chapter 1 discloses the politics and power relationship among internship training directors, university faculties, and internship applicants, and describes how they influence guidelines and internship selection strategies. Chapter 2 gives students an overview and timetable of what they must do to identify the internships that best meet their needs and to prepare successful applications. Chapter 3 helps students determine their individual professional and personal priorities and use these factors to choose internships. Chapter 4 advises students on how to obtain information about the internships of interest. Four steps in preparing a professional resume or curriculum vitae (CV) for internship applications are explained in chapter 5 and chapter 6 gives advice on submitting forms. A sample CV is provided. Chapter 7 gives advice on travel, especially on how to reduce transportation and hotel costs. Chapter 8 describes in detail effective interviewing. Lists of questions asked by and of interviewers are provided. Finally, chapter 9 explains how to negotiate with internships honestly and effectively during the "end game" prior to selection and analyzes the strategies involved in Uniform Notification and Computer Matching procedures. (NB)

ED 345 136   CG 024 202

As Parents, We Will...A Guide for Parents. 1990's Edition.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcoholism; Communication Skills; *Drug Abuse; Elementary School Students; Elementary Secondary Education; Family (Sociological Unit); Parenting Skills; *Parents; Prevention; Responsibility; Secondary School Students; *Substance Abuse

This booklet provides information for parents to help prevent substance abuse in their children. The first section contains excerpts from the keynote address, "Drugs and the American Family," given by Mitchell Rosenthal to the Ohio Drug Studies Institute in Columbus, Ohio. The second section contains specific recommendations for setting limits and teaching through example. The third section provides statistics about current drug use in school-aged children. The fourth section provides information to help parents determine if the activities their children are attending are appropriate for the age of the child, properly supervised, and safe. The fifth section provides general guidelines for teaching responsibility to children. Guidelines for youth attending activities outside the home, age-appropriateness of the activity, supervision, adult liability for minors, and suggestions for weekend hours and hosting a party for youth are included. Information is also

NOTE- 8p.; Paper presented at the Annual Conference of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Rape; Sex Differences; *Student Attitudes
IDENTIFIERS- *Date Rape

While the issue of rape evokes strong responses, confusion seems to occur not when a blitz or stranger rape occurs, but when an acquaintance or date rape occurs. This study assessed acquaintance rape scripts given a preset scenario. Subjects included female college students (N=32) and male college students (N=19). Subjects were given a scenario that included a conversation between two roommates with instructions to write down the events that had led up to the conversation. After completing this task, all subjects were asked if they agreed with the roommate's labeling this behavior as a rape and how confident they were about their response. Five scripts were elicited with the most common script being an early date rape script. None of the scripts mentioned a female with low self-esteem or one who wanted to start a relationship. Fraternities were also not mentioned as part of the scripts. Also the scripts did not include the idea of the male paying for the date so that the female owed him sexual favors. In some write-ups it was mentioned that the male did not understand the intent of the female's struggles. Significantly more subjects agreed with the roommate that this activity was a rape. When agreeing with this statement both males and females were confident of their responses. (ABL)

ED 345 156 CG 024 223

Schneider, Joe; And Others
Unauthorized Communication Handbook for AOD Coordinators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 168p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; *Communication (Thought Transfer); Communication Problems; *Drug Abuse; Elementary Secondary Education; Organizational Communication; *Prevention; *Program Administration; Program Development; Publicity; *Substance Abuse

The first chapter of this handbook on communication for alcohol and drug (AOD) use prevention coordinators describes why this book is labelled "unauthorized." Four reasons are given; the book: discusses frankly the difficulty of enlisting supervisors in the cause; minces few words about interacting with colleagues or kids; describes what ought to be done when the media ignores concerns; and recommends dropping one's professional cloak of respectability. The second chapter discusses sizing up the role of the AOD coordinator, including management, program development, and communications responsibilities. The third and fourth chapters focus on communicating and working with key audiences. The four major audiences are described as follows: individuals/groups who can fire the coordinator; individuals/groups who can make or break

PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Conference of the American Association of Suicidology (25th, Chicago, IL, April 1-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Case Studies; *Counseling Techniques; *Counseling Theories; *Evaluation Methods; *Family Counseling; Models; *Patients; Psychotherapy; *Suicide
IDENTIFIERS- *Adolescent Suicide

The assessment process can be integrated with treatment and evaluation for helping teenage suicide attempters and families in short term psychiatric hospitalization programs. The method is an extremely efficient way for the therapist to work within a given time constraint. During family assessment sufficient information can be gathered to accommodate hospital record demands; targeted family problems can be treated; and treatment effectiveness can be evaluated. In assessment a genogram can be drawn which will satisfy hospital requirements for family assessment. Many types of family treatment can be utilized for integration with assessment. Three types of therapy include structural, communication, and psychodynamic. Assessment and treatment can be integrated so that the clinician can not only get information for hopsital records but can treat targeted family problems. Assessment alone would include the eliciting of information about family structure, family health, or family interaction. By asking simple questions and making interpretations, assessment can become family treatment. This method of assessment/treatment was evaluated with a teenage suicide attempter and her mother. It was determined that the lack of open communication between mother and daughter was the single most important factor leading to the suicide attempt. A single case design was used to evaluate the method. Assessment integrated with treatment strategies took place triweekly. Results showed a significant increase of open communication between mother and daughter and no repeat of suicidal behavior for 3 years after hospitalization. (ABL)

ED 345 176 CG 024 243

Zeitlin, Natalie; And Others
Comprehensive Competency Based Guidance Plan: Middle School 7-8. Phoenix Preparatory Academy.
PUB DATE- Jun 92
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Junior High Schools; *Middle Schools; *Program Content; *School Guidance
IDENTIFIERS- *Competency Based Guidance; *Middle School Students; Phoenix Elementary School District 1 AZ

The purpose of the Phoenix Elementary School District's Competency-Based Guidance Program is to provide middle-school students with a developmental and proactive guidance program. The competencies emphasize positive coping skills in the Educational, Career, and Personal/Social Domains. The competencies represent knowledge, attitudes, and skills that can be transferred from guided learning situations to productive, real-life situations. This Competency-Based styles. (ABL)

ED 345 195 CG 024 262

Westcott, Nina A.
An Exploration into the Dynamics of Identity Development of Biracial Adolescents.
PUB DATE- 6 Apr 91
NOTE- 20p.; Paper presented at the No Na'Oihana Kokaa Conference (Honolulu, HI, April 6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; *Individual Development; *Racial Identification; Self Concept
IDENTIFIERS- *Interracial Children

This exploratory study began by postulating a theoretical model of the dynamics of racial identity choice by biracial children based on the literature cited and counseling experience with biracial children in public educational institutions in Hawaii. The structured interview approach was used with high school students (N=50). A questionnaire sought information on personal and parental demographics, awareness of biracialism, parental racial group identification, and emotions related to being biracial. Results indicated that in this sample of biracial children, subjects had established a racial identity based on the racial identity of one or the other parent, albeit some subjects needed to make additional efforts to do so. One of the shortcomings of this data was that it failed to ask the "who has custody" question for subjects who came from divorced families. The findings of the study suggest that chronological age may be a variable in the biracial child's readiness to accept his or her biracial status. For the most part it appeared that the adolescents in this study had established a dominant racial group identity but were appreciative of their biracial status and were making or had made overtures to broaden their racial group identification. (ABL)

ED 345 196 CG 024 263

Taylor, Laura A.; And Others
Perceived Support for Individual and Group Decisions.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Decision Making; *Groups; Higher Education; Individual Characteristics; *Social Cognition; Student Attitudes

Social psychologists have long been interested in the processes by which perceivers generate their inferences about individuals' and groups' decisions from their behavior. Attitude and preference inferences have been studied at the level of the individual target as well as the group target. This study investigated the effects of the social unit of the deciding faction (individual or group), the structural composition of the decision (structured or unstructured), and the type of decision (decision or nondecision) upon these

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Parents as Teachers; *Parent Student Relationship; Preschool Education; Primary Education; Reading Ability; Reading Aloud to Others; *Reading Attitudes; Reading Difficulties; Reading Games; Reading Habits; *Reading Instruction; Reading Materials

What can parents do to guide pupils to achieve well in reading? Parents may look at and discuss picture books with their preschool and kindergarten age children, without pressing them to read. School or public libraries are good sources of free reading materials. Parents must take ample time to read for themselves at home, thus modelling enjoyment of reading. Parents must also take adequate time to listen to the child read orally in the home setting. There are many reading games which may be played with children. Parents should be interested in their child's achievement in school. If a child is not doing well in reading, the following reasons may be in evidence: (1) the readers used in the classroom may be too easy or too complex; (2) the plan of reading instruction may not harmonize with the child's abilities; (3) poor teaching may be in evidence; and (4) there may be too much or too little emphasis on phonetic analysis, on identifying syllables within new words, on the use of context clues in identifying unknown words, or on the use of configuration clues. Certain behaviors may be exhibited by pupils with learning disability characteristics. Parents of children with such problems should show interest in their child's reading, and encourage and support the child in reading. (SR)

ED 345 216 CS 010 938

Ridout, Susan Ramp
Do Children Come By Their Reading Problems Honestly?
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Parent Attitudes; Parent Education; *Parent Student Relationship; Reading Aloud to Others; Reading Attitudes; *Reading Difficulties; *Reading Habits; Reading Research; Remedial Reading; Surveys
IDENTIFIERS- Indiana University Southeast

A study examined parents' attitudes toward reading and their children's reading problems, to investigate whether a child's reading problem may simply be a reflection of his or her parent's reading know-how. Subjects, 203 of 218 parents of children attending a university reading clinic, responded to a survey. Data were collected over the course of eight reading clinic sessions held at the Indiana University Southeast campus in New Albany, Indiana. Results indicated that: (1) parents who brought their children to the reading clinic tended to believe that their child had a "medium" reading problem; (2) the parents appeared to use the library very little; and (3) parents read to and were read to by their children very little. Findings suggest that parents need more tips and strategies to help their children with reading problems. (Five tables of data are included.) (RS)

ED 345 217 CS 010 940

moral schemes and were reacting differently to the instructor's authority. Male students were less willing to accept the female instructor's sources of knowledge and to share their own writing with the rest of the class. The women in the class, many of whom were mothers, appeared to feel responsibility to their classmates, especially if it meant they could be instructive. In retrospect, it would have been helpful to understand differences in male and female cognitive and moral development and to learn where each student seemed to be in his or her development. The goal would be to engage all students in a dialogue that recognizes both genders' ways of knowing, so that the teacher could teach instead of struggling against students' hardened resistance to change. (SG)

ED 345 235 CS 213 273

Oswal, Sushil K.
The Writing Processes of a Blind Administrator: A Case Study.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Blindness; Case Studies; Higher Education; Qualitative Research; Special Needs Students; *Writing Processes; Writing Research
IDENTIFIERS- Research Suggestions; *Writing Contexts

Even though increasing numbers of blind students have been attending schools and colleges, little research has appeared specifically on the writing processes of blind writers. This paper presents a case study which developed a preliminary process account of the composing techniques of a blind executive who administers a medium-sized social service agency in the field of blindness, focusing on the social context in which this blind administrator writes. Data were collected using open-ended and discourse-based interviews, a tape recording of an early morning work session, and written text samples over a six-week period. It was found that the executive takes care of most of his writing tasks between 6 AM and 9:30 AM. Further, the executive's composing processes for written communication and for speeches as revealed in the study are discussed, his revision process as one involving collaboration with his assistant is described, and it is noted that he spent an equal amount of time on invention, arrangement, and revision for most letters, but devoted greater time to invention activities for journal articles and speeches. Implications for writing teachers include the need to assimilate the issues related to the teaching of writing to blind students in general pedagogy, and the need for a resource bank on teaching writing to blind students. Implications for researchers include the need for a detailed study of the state of writing instruction for the blind. (Sixteen references are attached.) (SG)

ED 345 236 CS 213 274

Brock, Sharon L.
Formative Evaluation of the Westport Communications/Writing Magnet Middle School 1990-1991.
PUB DATE- Aug 91
NOTE- 26p.; Product of the Evaluation Office.
LANGUAGE- English

envious of those who finished final exam week with less trauma, better results, and far fewer headaches. (A brief description of portfolio assessment, a definition of portfolios, a letter to students describing the Portfolio Assessment project, a list of the types of assignments for portfolio assessment, a sample cover page, instructions for writing a letter to the reader of the portfolio, and a sample table of contents are attached.) (RS)

ED 345 254 CS 213 308

Langer, Judith A.
Critical Thinking and English Language Arts Instruction. Report Series 6.5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College English; *Critical Thinking; Higher Education; Language Arts; Literature Appreciation; Models; Reader Response; Secondary Education; Teaching Methods; *Thinking Skills

The current national focus on critical thinking is unnecessarily narrow in its scope, and this mitigates against essential changes being made in the thinking and reasoning activities experienced by students. Two shortcomings, however, restrict the possibilities for change: the first results from taking a generic (versus discipline-based) view of critical thinking that focuses on broad reasoning behaviors used in a variety of situations. The second shortcoming is that, historically, the field of education has taken a one dimensional, logical/scientific view of critical thought, one that erases from the consciousness of educators a literary understanding. From a reader-response perspective, literature instruction should focus on exploring multiple perspectives and fostering a broader sense of the interpretations of others. A reader-based theory for the teaching of literature can refocus instructional goals and practices. A literary orientation for critical thinking involves the exploration of a "horizon of possibilities," including motives, emotions, and relationships. This orientation should consist of the following: (1) students are treated as thinkers; (2) literature reading is treated as question generating; and (3) class meetings are treated as a time to develop understandings. Such meetings allow students room to work through ideas in a variety of contexts, thus playing a critical role in intellectual development. Literary understanding has its place next to informative understanding as a necessary component of critical thought and intelligent literate behavior. Educators must rethink the role of English language arts in the total curriculum. (Forty-one references are attached.) (HB)

ED 345 255 CS 213 309

Pollington, Mary
A Tale of Two Campuses: The Part-Time English Teacher at Brigham Young University and Utah Valley Community College.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd,

ED 345 272 CS 213 339

Lamb, Bill H.
Methods of Writing Instruction Evaluation.
PUB DATE- Mar 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Observation Techniques; Community Colleges; *Faculty Evaluation; Higher Education; *Instructional Effectiveness; Teacher Effectiveness; *Writing Instruction
IDENTIFIERS- Alternative Assessment; Johnson County Community College KS

The Writing Program Director at Johnson County Community College (Kansas) developed quantitative measures for writing instruction evaluation which can support that institution's growing interest in and support for peer collaboration as a means to improving instructional quality. The first process (Interaction Analysis) has an observer measure verbal activity in the classroom for a specified time. The second process (Classroom Flow Charting) involves an observer writing down the flow of a session and includes comments and reactions to the activity as well as suggestions for changes or alternatives to consider for future sessions. The third process (Peer Collaboration) involves a series of observations taken out of the evaluation context--most often the activity involves a combination of observation, methodology discussions, student interviews, and assignment analysis. The important part of such an evaluation is for the student evaluator to carefully go through the material with the instructor as soon as possible after the observation. By documenting instructional delivery and outcomes, the director has been able to provide specific goals for instructors to work toward, documentation for award portfolios, and specific examples that can be used to foster mentoring relationships. (RS)

ED 345 273 CS 213 340

Pytlik, Betty P.
Teaching the Teachers of Writing: Evolving Theory.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- College English; *Educational History; English Departments; *English Teacher Education; *Freshman Composition; *Graduate Study; Higher Education; Teacher Role; *Teaching Assistants
IDENTIFIERS- Babbitt (Irving); *Composition Theory; *English Teachers

The phenomenon of the graduate assistant grew out of the turn of the century need for larger teaching staffs. A debate was formed that still influences the way teachers are prepared for today's freshman composition courses. This debate arose from

(ED), Washington, DC.
PUB DATE- May 92
NOTE- 32p.; A version of this paper was presented at the Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Program Effectiveness; *Staff Development; *Teacher Attitudes; Teacher Student Relationship; *Writing Instruction; Writing Research; *Writing Teachers
IDENTIFIERS- *Teachers College Writing Project; Teaching Research

A study examined the changing conceptions about the writing instruction of three teachers who participated in the Teachers College Writing Project. Three New York City elementary school teachers were selected from a larger sample of 10 teachers who participated in a larger study of the same project. The teachers were selected because they had incorporated at least some of the strategies of the Writing Project into their teaching. Teachers participated in interviews three times over a 2-year period. Results indicated that all three teachers changed their ideas about the teacher-student relationship, the goals and purposes of writing, and their pedagogy in ways that were consistent with the Writing Project philosophy. However, influenced by their prior experiences with writing instruction, the teachers changed in different ways and to different degrees. Findings support the effectiveness of a particular staff development project, while demonstrating differences in teachers' understandings. (Thirty references are attached.) (Author/RS)

ED 345 292 CS 213 364

Claywell, Gina
Nonverbal Communication and Writing Lab Tutorials.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Cultural Context; Higher Education; Interpersonal Communication; *Nonverbal Communication; *Teacher Student Relationship; Tutorial Programs; *Tutoring; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Communication Behavior

Writing labs should utilize the knowledge gained from a variety of fields to enhance further their programs, particularly with regard to the study of nonverbal communication. Regardless of the sincerity and importance of the tutor's suggestions, nonverbal messages often are sent to the student which undermine the session. Various channels of teacher nonverbal communication can be constructively analyzed, including "leakage" of low expectations, proximity, use of space, body contact, head-nods, eye contact, appearance and dress. Furthermore, nonverbal communication patterns change radically between cultures and ethnic groups. Teachers might try a variety of strategies by which they might detect and improve these manifestations of nonverbal communication, including videotaping class sessions. Studies have shown that nonverbal cues actually do communicate high and low expectancies of

impact of nonverbal behaviors on the process of listening in the interview. Since 1990-91, one out of three students enrolled has conducted intercultural interviews, interviewing students representing 32 different cultures. Feedback from students engaging in the interviews appears to be overwhelmingly positive. Several statements from students demonstrate that interviewers perceived they: (1) gained more insight into a culture through the person-to-person interview experience than through library or even class materials; (2) reduced prejudices and inaccurate views of differences between cultures; (3) developed personal friendships with someone from another culture; and (4) achieved a greater appreciation of listening skills and of the need to examine and adapt one's listening skills in intercultural interactions. (SR)

ED 345 310 CS 507 818

Gilbert, David
Enhancing Ethos: The Role of Epideictic at the Iran-Contra Hearings.
PUB DATE- 19 Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; Communication (Thought Transfer); Discourse Analysis; Language Role; *Mass Media Role; *Mass Media Use; *Rhetorical Invention; *Television; United States History
IDENTIFIERS- Epideictic Rhetoric; *Iran Contra Affair; Mitchell (George); North (Oliver); Rhetorical Strategies

A critique predicated primarily on aesthetic considerations can show the potential a speech has to move an audience, but gauging a speech's actual effects on the audience is more difficult. A case in point is the United States Congressional investigation of the Iran-Contra scandal. Government officials and businessmen sold arms to Iran in exchange for the release of U.S. hostages held in Lebanon and then used the sale proceeds to illegally finance rebel resistance in Nicaragua. Marine Lieutenant Colonel Oliver North, a central figure in the affair, was able to shift the focus away from the issues of the case through skillful manipulation of television, through his speech and his appearance. Senator George Mitchell of Maine, North's key Senate interrogator, reacted to North's media manipulation with his own televised statement. He sought to return public attention to the issues of the case by highlighting inconsistencies in North's position without directly attacking him. Mitchell underscored the oddity of promoting Nicaraguan democracy through undemocratic means. The senator was then able to refocus attention on basic U.S. values through personal anecdotes. Mitchell reported that the reaction to his statement was immediate, overwhelming, and mostly favorable. In the end, North was exonerated and no national debate on the morality of the Iran-Contra affair ensued. Both men gained notoriety as a result: North became a popular conservative speaker, and Mitchell became Senate majority leader. (SG)

ED 345 311 CS 507 819

EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Resource Materials; *Textbook Content; *Textbook Preparation; Textbook Research; *Textbook Standards

Given the results of experience and research, it is no longer possible to treat school textbooks as something incidental or accessory to the educational process. In the last few years, funding agencies have gradually but systematically initiated reflection on textbooks. It is now accepted that pupil access to school textbooks is one criterion for assessing the quality of education and that the provision of school textbooks is an effective strategy for improving results. These and other considerations demonstrate that the matter of school textbooks absolutely must be taken into consideration at the highest level of educational planning. Part 1 of this document has three sections. Section 1, "Paths and Directions," includes information on planning at the highest level, a macroeconomic approach, and separation of the publishing function from curriculum development. Section 2, "Thresholds and Limits," includes information on financing, quality and effectiveness, and authors and copyright. Section 3, "Choices and Priorities," includes a discussion on national planning departments, cooperation agencies, and the need for a data bank with easy access. Part 2 contains five selected papers presented at the seminar: "Macro-Planning of School Textbooks and Teaching Materials" (Aime Damiba); "Key Issues in the Management of Textbook Development" (Anthony Read); "Curricula and School Textbooks: Toward Indispensable Synergy" (Christian Depover); "Copyright and the National Production of Educational Materials" (Abderrahmane Amri); "What Is an Appropriate School Textbook Policy in Developing Countries? Some Economic and at Times Impertinent Thoughts" (Francois Orivel). Part 3 gives the recommendations adopted by the international conference on public education concerning the drafting, utilization, and choice of school textbooks 1938-59. (23 references) (RR)

ED 345 332 EA 023 851

Greenstein, Robert; Leonard, Paul A.
The Fiscal Year 1993 Bush Budget: Still Not Tackling the Nation's Problems.
PUB DATE- Feb 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; *Budgets; Economic Factors; Economic Impact; *Educational Finance; Elementary Secondary Education; *Federal Aid; *Federal Programs; Public Schools
IDENTIFIERS- *Bush Administration

On January 29, 1992, the Bush Administration unveiled its fiscal year 1993 budget. An examination of the budget reveals a substantial gap between the administration's rhetoric concerning the budget and what the budget actually contains. An analysis reveals a budget that continues to give priority to defense over domestic spending, one that favors the very wealthy, one that has a lack of benefits to low-income families, and one that contains little to boost the economy in the short term. The budget also risks retarding long-term growth rather than enhancing it and proposes that legislation be enacted placing a ceiling on total entitlement program costs

Criteria; Evaluation Methods; Evaluation Needs; *Evaluators;
  Program Evaluation; *Research Proposals; *Specifications;
  *State Standards
IDENTIFIERS- *Illinois

Findings from a study of Illinois' educational evaluation process, in which external evaluators conduct the evaluation, are presented in this paper. Methodology involved analysis by State Board of Education staff of requests for proposals (RFPs); these were mailed to 121 potential bidders for external evaluation. Bidders included universities, individual consultants, private nonprofit and for-profit companies, and regional research laboratories. Application of systematic standards to the proposals resulted in the consistently higher ranking of the for-profit corporations over universities or nonprofit corporations. Findings indicate that a thorough examination of researchers' credentials is needed, as well as quality controls and monitoring that focus on staffing, technical design, time frame, and the specification of expected outcomes. A conclusion is that for-profit corporations are more likely to respond to the needs of the funding source within the time frames involved. Three tables are included. Appendices include the request for proposal process, reform evaluation results, and results of applying standards. (LMI)

ED 345 352   EA 023 939

Radich, Paula A.
Access and Entry to the Public School Superintendency in the
  State of Washington: A Comparison between Men and Women.
PUB DATE- Apr 92
NOTE- 36p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (San Francisco, CA, April 20-
  24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator
  Characteristics; Boards of Education; Elementary Secondary
  Education; Employment Patterns; *Employment Practices;
  Personnel Selection; *Public Schools; Sex Differences;
  *Superintendents; *Women Administrators
IDENTIFIERS- *Washington

Findings of a study that examined access and entry patterns of men and women superintendents to the public school superintendency in Washington State are presented in this paper. Factors that account for the increased number of women superintendents in Washington, as compared to the small number nationwide, are identified. Methodology involved: (1) completion of a background data questionnaire by a matched sample of 14 superintendents (7 men and 7 women) and 23 board members; (2) administration of the Attitude Research Instrument to school board members; (3) indepth interviews with superintendents and school board members; and (4) document analysis. Findings indicate that no significant difference existed between the attitudes held by school board members in districts headed by men and in those headed by women, and that no difference existed in the attitudes of male and female board members toward women administrators. Sponsorship, mobility, and a proper district/candidate match were strong predictors of success. Predictions are that the number of women superintendents in Washington will continue to increase (although males will continue to dominate), especially in small, rural districts. Seven suggestions for replication of advantage of rule-by-rule waivers, but many reported changes in the wake of blanket waivers. (14 references) (MLH)

ED 345 372 EA 023 965

So Now You've Been Sued: Strategies That Win. Defending Civil Rights Suits against Your School District Client. Seminar Coursebook.
PUB DATE- 92
NOTE- 483p.; Materials used with the Council of School Attorneys' advocacy seminar (Keystone, CO, February 6-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Abuse; *Civil Rights; *Court Litigation; Due Process; Elementary Secondary Education; Insurance; *Lawyers; *Legal Responsibility; Public Schools; *School Law; *School Responsibility; Sexual Abuse; Workbooks

This seminar workbook was compiled to aid practitioners in understanding the latest in civil rights law and tactics in representing school districts in civil rights cases. In a loose-leaf format, it contains articles and outlines by the faculty as well as decisions, sample pleadings, and legal texts. The workbook includes the following materials: (1) the full text of the Civil Rights Act of 1991 followed by "Summary of the CRA of 1991" (Gwendolyn H. Gregory) and "Civil Rights Act of 1991--An Overview" (Ronald J. James); (2) "Motions in Federal Litigation" (Eric W. Schulze); (3) "Burden of Proof in Employee Discrimination Cases" (Henry W. Saad and Robert E. Carr); (4) "Preparation and Use of Expert Witnesses in Defending Civil Rights Suits against Your School District Clients" (Ronald J. James and Helen Kryshtalowych); (5) "Vicarious Liability/Respondeat Superior under Section 1983" (Martin Semple); "Vicarious Liability/under "Color or Law'" (Eric W. Schulze); and "The Scope of Federal Civil Rights Liability of School Districts and Their Employees under 42 U.S.C. 1983" (Joe B. Hairston); (6) "Defending Child Abuse Cases" (David B. Rubin); "Child Abuse and Neglect: Implications for Educators" (Richard G. Salmon and M. David Alexander); (7) "Insurance Issues and Ethical Constraints" (David B. Rubin); "Defending Against Whistleblower Claims" (Henry Saad and Terry Milne); (8) "Dealing with the Press on Litigation" (Martin Semple); (9) "Due Process Hearings under the I.D.E.A." (David Rubin); "Special Education Litigation: The Preparation and Trial" (John P. Heil); and (10) "Settlement Agreements in Civil Rights Lawsuits: Some Considerations" (Martin Semple). The last section contains samples of seven different forms to be used in pleadings. (MLF)

ED 345 373 EA 023 966

Sims, E. Norman
Excellence in Education: Reviewing the State Response.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Excellence in Education; *Program Implementation; Resistance to Change; *State Action; *State School District Relationship
IDENTIFIERS- *National Commissions; *Nation at Risk (A)

area plan requirements including gathering information and plan development; activities that can be undertaken by state developmental disabilities planning councils, state units on aging, and state developmental disabilities agencies to bridge systems and build partnerships; how to provide for short-term and long-term training needs including inservice activities and course infusion at the university level; and program options for this population including day programs, retirement, family supports, housing options, and adaptations of physical environments. Of special interest to educators is chapter 8 entitled: Developing Training and Education Programs". Appendices include data from demonstration projects, population tables, sample agreements, a list of national associations, and a list of 36 bibliographic resources. (DB)

ED 345 392 EC 301 151

Balzer, Charlene
The Effect of Ability Grouping of Gifted Elementary Students, Combined with Instruction Modified for Level and Rate of Learning on Student Achievement: A Review of the Literature.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; *Academically Gifted; Elementary Education; *Grouping (Instructional Purposes); Heterogeneous Grouping; Homogeneous Grouping; *Instructional Effectiveness; Mathematics Instruction; Reading Instruction; Standardized Tests; *Teaching Methods

This review of the literature summarizes findings on instructional grouping issues and academic achievement of gifted elementary students. The review addresses problems of using standardized tests to evaluate instructional effectiveness of grouping arrangements, distinctions between providing the same curriculum and a differentiated curriculum to gifted groups, and grouping within the heterogeneous class or in self-contained classes. It is concluded that research evidence strongly supports grouping of students by ability for at least the curriculum areas of reading and mathematics. In addition, there is also evidence that once students are grouped by ability, the level of instruction and pace of learning must be adapted in order to gain the maximum benefit for the student. (20 references) (DB)

ED 345 393 EC 301 152

Isaacs, Mareasa R.; Benjamin, Marva P.
Towards a Culturally Competent System of Care. Volume II: Programs Which Utilize Culturally Competent Principles.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
PUB DATE- Dec 91
NOTE- 298p.; For Volume I, "Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed," see ED 330 171.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

reentry was evaluated by means of stepwise discriminant analysis. Verbal IQ at initial post-injury assessment, diffuse cerebral edema, and skull fracture on initial CT scan appeared to be the most important factors with regard to school placement within the first year. These factors explained, respectively, 47 percent, 14 percent, and 8 percent of the variance. (Author)

ED 345 413   EC 301 173

Choices for Challenge: SAGE--The Society for the Advancement of Gifted Education Conference Proceedings (2nd, Edmonton, Alberta, Canada, September 26-28, 1991).
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Sep 91
NOTE- 89p.; Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Techniques; Creative Writing; Creativity; Elementary Secondary Education; Emotional Development; *Enrichment Activities; Females; Foreign Countries; *Gifted; Gifted Disabled; Hearing Impairments; Learning Disabilities; Library Skills; Mentors; Self Concept; Self Expression; Student Research; Teaching Methods

This monograph contains the conference proceedings of the 1991 conference of the Society for the Advancement of Gifted Education, held in Calgary, Alberta. The papers have the following titles and authors: "Experiencing Creativity in Music" (Loretta Baker); "Students Who are Hearing Impaired and Gifted: Teachers' Perspectives" (Mary Ann Bibby); "You've Come to the Library to Learn About Dinosaurs...But I'm Here to Teach You About Research" (Elaine Blakey); "Computers and Telecommunications in the Elementary School" (Gloria Cathcart); "Mentorship: How and For Whom?" (Don Green); "Integrated Activities for Classroom Enrichment" (Cledwyn Haydn-Jones); "Beyond Reference Skills and Report Writing--Facilitating the Gifted Learner's Investigation of Real Problems" (Jo-Anne Koch); "Mentorship on Action" (Stephen Leppard); "Gifted Females: A Dilemma" (Judy Lupart); "The Artifact Exchange Network Session" (Marilyn Macyk and Bonnie Lebowitz); "Facilitation of Emotional Expression in Gifted Students" (Sal Mendaglio); "Panel Discussion-Programming for High Achievers: Administrators' Point of View" (Keith Muirhead); "Creative Writing Ideas" (Mary-Ellen Perley); "Teaching the Scientifically Talented" (G. Harold Poelzer); "Research Developments in Gifted Education" (Michael C. Pyryt); "Intuition and Giftedness" (Deborah Skaret); "Sex Role Orientation and Self-Concept in Gifted Adolescents" (Josie Tong); "Strategies Developed for Use with Elementary Gifted/Learning Disabled Students in a Self-Contained Classroom" (Janet Wees); "We Believe in Honoring Human Potential" (Marie Whelan); "Writing to Publish: Breaking the Barrier" (Carolyn Yewchuk). (DB)

ED 345 414   EC 301 174

Stangle, Jane
Special Education: Secondary F.L.A.S.H. Family Life and Sexual Health. A Curriculum for Grades 7-12.
PUB DATE- 91
NOTE- 313p.
LANGUAGE- English

IDENTIFIERS- *Balance; *Vestibular Stimulation
This report, arising from a 1991 meeting, provides an update to two of the six areas covered in the 1989 long-term plan of the National Institute on Deafness and Other Communication Disorders. These include: (1) balance and the vestibular system; and (2) language and language impairments. For each area, the state of the art is reviewed, recent accomplishments summarized, and program goals and research opportunities listed. Subcommittees in these areas examined the Institute's research portfolio, identified changes in the field, recommended levels and areas of research activity, and suggested potential initiatives. Among 11 areas of recommended research in vestibular function are: signal transduction by vestibular end-organs; sensory integration in spatial orientation, perception and motion sickness; development and aging of the vestibular system; prevalence and environmental factors; diagnostic methods and testing procedures; and adaptive mechanisms. Areas of recommended research in language include: multicultural issues; language and deaf people (language development in deaf children, studies of literacy in deaf children and adults, and sign language structure and function); language disorders in children (bases of language disorders, assessment, academic and social/vocational impact, and intervention); and language disorders in adults (brain-language relations, processes underlying language disorders, assessment and intervention, and comparative language). Appendices include Public Law 100-553 (the National Deafness and Other Communication Disorders Act of 1988) and a listing of panel members. (DB)

ED 345 434 EC 301 195

Individuals with Disabilities Education Amendments of 1991. Report To Accompany H.R. 3053; Including Cost Estimate of the Congressional Budget Office. Committee on Education and Labor, House of Representatives, 102d Congress, 1st Session.
PUB DATE- 11 Sep 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indians; At Risk Persons; *Disabilities; *Early Intervention; *Educational Legislation; *Federal Legislation; Government Role; Handicap Identification; Infants; Military Personnel; Parent Participation; Preschool Education; Public Policy; Staff Development; Toddlers; Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Education Act
This report by the House of Representatives Committee on Education and Labor presents recommended 1991 amendments to the Individuals with Disabilities Education Act. Reauthorization of Part H (the Infants and Toddlers with Disabilities Program) is recommended, with several amendments relating to: (1) transition from early intervention programs to preschool programs under Part B; (2) parental participation in decision making; (3) personnel development; (4) comparability of services for military dependents; (5) provision of services for children who reside on reservations; and (6) outreach to at-risk and underserved populations. Separate sections of the report present the background and need for the legislation; an explanation of the bill and Committee views; an oversight report; a cost estimate; an inflationary impact statement; a section-by-section analysis; and changes in the existing law (identified within the full text of the original). (DB)

samples of an introductory letter, questionnaire, cover letter for mail option, and call record form. (NLA)

ED 344 986   CE 060 735

Khawaja, Sarfraz; And Others
Technical Education: Its Relevance to Job Market. A Research Report. AEPAM Research Study, No. 90.
PUB DATE- Aug 91
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Programs; Developing Nations; Educational Improvement; *Educational Needs; *Education Work Relationship; *Employment Potential; Foreign Countries; Graduate Surveys; Higher Education; Job Skills; Labor Market; Labor Needs; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Improvement; *Relevance (Education); Technical Education; *Technical Institutes
IDENTIFIERS- *Pakistan

A study was made of the 36 polytechnic institutions in Pakistan in order to describe the nature of their academic programs and their relevance to the job market. Responses to questionnaires were received from 545 of 1,000 graduates, 34 of 36 principals of institutions, and 25 employers of the 184 graduates who were employed. Some of the findings of the study were the following: (1) about half the graduates of the 1985-87 session were unemployed, 34 percent were paid employees, and 14 percent were self-employed; (2) job opportunities are more favorable for urban students, with 50 percent of the 184 employed being from rural areas; (3) the highest rate of employment was in the government sector, followed by the private sector; (4) it usually takes 3 months to 1 year for a graduate to find an appropriate full-time job; (5) institutions usually do not help graduates find employment; (6) institution heads complained that content was not meeting the demands of the job market and that equipment was outdated; and (7) institution heads recommended introduction of computer technology and other new technologies. Recommendations were made for a needs analysis to determine what skills the job market needs, staff development, and increased institutional efficiency. (The report contains 40 tables; appendixes include a list of the technical institutes in Pakistan and the questionnaires.) (KC)

ED 344 987   CE 060 786

Toward a New Definition of Employability. Report by the North Central Indiana Workforce Literacy Task Force.
SPONS. AGENCY- North Central Indiana Private Industry Council, Inc., Peru.
PUB DATE- Mar 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Adult Literacy; Basic Skills; Competency Based Education; Curriculum Development; Daily Living Skills; Educational Technology; *Educational Trends; *Employment Potential; Information Management; Interpersonal Competence; Job Performance; *Job Skills; *Labor Force Development; Learning Strategies; Management Systems; Resource Allocation; Skill Development; Systems Development;

better able to cope in the labor market if their last employer had well-integrated training and education programs. Planning for the adjustment is likely to be the most important element in easing the transition for affected workers and their communities. (YLB)

ED 345 005 CE 061 009

Miller, Michael T.; Husmann, Dann E.
Priority Reading Materials in Vocational Teacher Education: What Students Should Be Reading.
PUB DATE- Dec 91
NOTE- 14p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Delphi Technique; Educational Research; Higher Education; Needs Assessment; *Preservice Teacher Education; *Reading Materials; Secondary Education; Surveys; *Teacher Attitudes; Teacher Educators; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Priorities

A priority listing of reading materials for students preparing for careers as secondary vocational education teachers was developed by a panel of experts. The Delphi technique was used to collect data from vocational teacher educators in Nebraska higher education institutions. Thirty participants were selected for their experience in teacher education, familiarity with literature in vocational education, and participation in statewide vocational teacher education coordination activities; 27 responded to the first-round mailing. Respondents identified 54 possible reading materials; after checking for duplication, 36 were retained to be rated in the second and third rounds. In these rounds, 23 participants completed usable responses, for a total study response rate of 76 percent. Respondents marked 92 rating changes between the second and third rounds, averaging 4 changes per respondent. Respondents' ratings of reading material ranged from a low of 2.6 to a high of 4.3, with an average rating of 3.5 on a 5-point Likert scale. Of the 36 materials, 20 earned a favorable agreement level over 3.5; only 10 earned an agreement level of 3.75 or greater. Reading materials represented such topics as history, curriculum, current events, and philosophy. For those that received a higher level of agreement, two distinct categories were identified: cognitive development and national efforts. (Appendixes include a list of 10 references and final mean ratings of materials.) (YLB)

ED 345 006 CE 061 011

Smith, Barbara E.
HIV Education for Adult Literacy Programs.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.
PUB DATE- 90
NOTE- 169p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adult Basic

program, three brochures and a recruiting poster were developed. The materials were to be sent to all high school and community college vocational directors in northern Illinois. To meet the second objective of developing inservice and preservice strategies, more attention was paid to methods classes. To meet the third objective of improving relationships among university departments involved with teacher education and with teacher education programs at other universities in the state, two symposia were sponsored, focusing on legislation and integrating academics. To meet the fourth objective, an assessment of the program was made, identifying strengths in faculty, curriculum, location, and communications, and weaknesses in low enrollment, recruitment needs, and plan and materials. Recommendations were made for improving recruitment practices, revising curriculum, and increasing enrollment. To meet the final objective, NIU mentoring was examined and was shown to have some merit but to be not practical for continuation at the time. The project's chief benefit was the interaction of the project staff and renewal of enthusiasm. (Appendixes, half the document, are summary discussions of integration of academic and vocational education and of the applicability to vocational education of the Paideia Proposal, which bases curriculum on great books.) (KC)

ED 345 024 CE 061 065

Strategies for Integrating Vocational and Academic Education: Final Report and Setting the Stage: A Practitioner's Guide to Integrating Vocational and Academic Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Community Colleges; *Educational Cooperation; Educational Planning; *Integrated Curriculum; *Program Guides; Resource Materials; Secondary Education; Two Year Colleges; *Vocational Education

This document consists of a final report and practitioner's guide. The final report describes a project that studied successful integration efforts between academic and vocational education. Four secondary school and three community college programs were studied. Teachers and administrators were interviewed, classes were observed, and curriculum materials were collected. The results of the site visits and materials collected were synthesized into the handbook, which can be used for resource planning or reference. The final report contains the following sections: background; rationale; major accomplishments and significant findings; final product abstract; evaluation and impact; human resources; and nine appendices. The appendices are as follows: program nomination form and cover letter; secondary administrator interview guide; college administrator interview guide; secondary teacher interview guide; college instructor interview guide; classroom observation guide; site descriptions; 32 resource bibliographies; and an article on research and leadership. The practitioner's guide contains the following sections: What is integration? Why integrate? How is integration structured? How these appendixes: instruments and correspondence; samples of brochures; workshop publicity materials; workshop handouts and evaluation; student materials; community awareness publicity materials; and 11 references.) (YLB)

ED 345 043 CE 061 134

Houdek, Elizabeth; And Others
Independent Study Program Profiles 1990-91. Final Report.
PUB DATE- Mar 92
NOTE- 126p.; Based on a survey by Elizabeth Houdek. Prepared by the Research and Evaluation Committee. For the 1989-90 report, see ED 328 723.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Distance Education; *Enrollment; Enrollment Trends; *Faculty; *Fees; Higher Education; High Schools; *Independent Study; National Surveys; Noncredit Courses; Postsecondary Education; Profiles; Program Development; Student Costs
IDENTIFIERS- National University Continuing Education Assn

This final report represents the responses of 76 institutions to the 1990-91 annual survey of the Division of Independent Study, National University Continuing Education Association (NUCEA). Data describe enrollments and program practices in college-level, high school, and noncredit programs. Eight tables and five figures provide information on course enrollments, course fees, staff size, course development, and faculty stipends. Format and contents of tables follow an established pattern to maintain comparability between years. Part 1, Total Program Scope, contains an executive summary. Figures and tables illustrate the following: independent study program, 1990-91 profiles; independent study enrollments, NUCEA member institutions 1990-91; independent study enrollments, miscellaneous enrollment information; college, high school, and noncredit course information; independent study faculty and staff; and special fees. Part 2, College Programs, provides tables and figures that illustrate information on college enrollment and college programs with a semester hour, quarter hour, and other fee basis. Part 3, High School Programs, contains tables and figures showing program information and enrollments. Part 4, Noncredit Programs, presents tables and figures illustrating noncredit program information and noncredit enrollments. Part 5 provides the survey instrument. Footnotes for college, high school, and noncredit information are appended. (YLB)

ED 345 044 CE 061 136

Gauvin, Ann M.; And Others
Literacy: Are We on the Right Track?
PUB DATE- 16 Oct 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, Canada, October 16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Cognitive Style; *Dropout Prevention; Educational Improvement; *Educational Philosophy; Foreign Countries; *Literacy

IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for hospitality and facility care occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains seven units: hospitality and facility care orientation; customer relations and quality services; security and emergency procedures; sanitation and safety; environmental services; food and hospitality support services; and employability skills. (NLA)

ED 345 062 CE 061 156

Industrial Maintenance. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Aug 91
NOTE- 26p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning; *Carpentry; Competence; *Competency Based Education; Electricity; Employment Potential; Heating; Hydraulics; Job Analysis; Job Skills; *Maintenance; Occupational Safety and Health; *Plumbing; Postsecondary Education; Secondary Education; Task Analysis; Ventilation; Vocational Education; Welding
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for industrial maintenance occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 11 units: safety; equipment installation; maintain equipment and practice predictive maintenance; electricity; hydraulics and pneumatics; machine trades; welding; heating, ventilation, and air

PUB DATE- May 92
NOTE- 26p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; Competence; *Competency Based Education; Distributive Education; Employment Potential; Entry Workers; Hospitality Occupations; Job Analysis; Job Skills; *Marketing; Occupational Information; Postsecondary Education; Secondary Education; Task Analysis; *Tourism; *Travel; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for travel and tourism occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 16 units are as follows: economic foundations of travel and tourism; human resource fundamentals; business and marketing foundations of travel and tourism; travel and tourism foundations; travel and tourism segments; product/service planning; promotion; selling; distribution; pricing; risk management and loss prevention; financing; purchasing; marketing information management; computer operations; and employability skills. (YLB)

ED 345 080 CE 061 174

Turf and Landscape Worker. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Mar 92
NOTE- 31p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Building Trades; Business Administration; Competence; *Competency Based Education; Construction (Process); Employment Potential; Entry Workers; Equipment Maintenance; Grounds Keepers; Job Analysis; Job Skills; *Landscaping; Marketing; Occupational Information; Postsecondary Education; Safety; Salesmanship; Secondary Education; Site Development; Task Analysis; *Turf Management; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Accreditation (Institutions); *Adult Education; Adult Learning; Behavioral Objectives; Career Choice; Case Studies; *College Outcomes Assessment; Educational Objectives; Faculty Advisers; Higher Education; *Learning Processes; Lifelong Learning; Measures (Individuals); Mentors; Performance Contracts; Self Evaluation (Individuals)
IDENTIFIERS- *State University of New York Empire State Coll

An underlying tenet of outcomes assessment is that student learning is the responsibility of faculty and the institution. Universities should measure the effects of their undergraduate education and methods of instruction. Surveys can determine what outcomes of data exist. In order to understand and serve adult learners, programs need to be explicit about the role of self-assessment in adult learning. Adult learners at the State University of New York's Empire State College (Saratoga Springs, New York) work closely with faculty mentors/advisors. Students can complete a degree tied closely to individual, career, and educational goals. Empire State uses assessment approaches directed toward individual students; the plan focuses on ways to improve programs and services. Individualized education and lifelong learning are awarded priority. Outcome assessment in relation to learning contracts and contract evaluations has been a focus of faculty development activities. Review of case studies helps faculty to review past practices and allows student outcomes to be assessed more effectively. Information derived from case studies offers an opportunity to examine students' personal, academic, and career goals. (Ten attachments are included: individualized degree plans for three students; sample contract documents--learning contract and contract evaluation; case studies of four students; and a 19-item outcomes assessment bibliography.) (NLA)

ED 345 099 CE 061 211

Industrial Technology. Curriculum Document. Grades 7-12.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; Curriculum Guides; Drafting; Entry Workers; Foreign Countries; *High Risk Students; *Industry; Job Skills; Machine Tool Operators; Program Development; Program Implementation; Secondary Education; Technological Advancement; *Technology
IDENTIFIERS- Northwest Territories

This industrial technology curriculum provides at-risk students in grades 7-12 with the opportunity to explore activities, understand occupational principles, and develop entry-level skills. Industrial technology courses provide in-depth experiences in the development of skills in tool and machine operation, material processes, drawing and interpretation, and basic technology concepts. Five program goals focus on emotional, intellectual, physical, social, and spiritual development. This curriculum guide contains an introduction and six sections: (1) curriculum parameters; (2) curriculum foci--traditional techniques, new technology, subject groupings, matrix, sample programs, teachers/instructors, and interaction; (3) skills/strategies development--learning domains, major understandings, skills objectives, attitudes, and scope and process that facilitates growth and change. Symptoms and sources of discouragement are examined. The Adlerian concept of encouragement is extended to the role of encouragement in developing human potential and the realization of human possibilities. The third part examines the concept of creativity. Methods for activating the imagination are explored. The importance of values is addressed, including a discussion on the function of guilt and the role of values in decision making. The fourth part describes types of stressors. Techniques of physical exercise and relaxation are described as means for preventing the harmful effects of stress. Two approaches for coping with stress are presented. (LLL)

ED 345 117   CG 024 182

Wolfelt, Alan
Helping Children Cope with Grief.
PUB DATE- 83
NOTE- 187p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Children; Community Education; *Counseling; Counseling Techniques; Counselor Role; *Death; Emotional Response; *Grief; Perception; Program Development; Teacher Role

This book is written for parents, teachers, and counselors who have both a desire and a commitment to help children who experience a death. The first chapter provides an introduction and discusses when death education should occur. The second chapter emphasizes the importance of creating a caring relationship with children when death is experienced. The third chapter discusses major factors influencing the child's response to death. Children's perceptions of death are examined according to age. The child's emotional response to death, dimensions of childhood grief, lack of feelings, physiological changes, regression, disorganization and panic, explosive emotions, acting-out behavior, fear, guilt and self-blame, relief, loss, emptiness and sadness, and reconciliation are all discussed and accompanied by appropriate caregiving behaviors. The fourth chapter outlines the foundations of skills needed by the "helping-healing adult" to create healthy responses in children when faced with the experience of loss through death. The fifth chapter is designed to assist in the development of a program focusing on community education related to helping children cope with grief. The sixth chapter contains a collection of questions and answers about death and dying. The seventh chapter provides additional resource materials to aid adults in efforts to help the grieving child. Included are a list of selected children's literature concerning death; recommended readings for parents, teachers, and counselors; and lists of texts, references, periodicals, and professional organizations and support groups. (LLL)

ED 345 118   CG 024 183

Thoman, Barbara Elaine
Quality of Effort, Place of Residence, Perception of the Environment and Students' Opinions of College.
PUB DATE- 26 Nov 90
NOTE- 107p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)

given about the "safe homes" program. The sixth section discusses alcohol, tobacco, and marijuana as gateway drugs. Other drugs are described, and the concept of addiction is examined. The seventh section provides guidelines for talking with children about alcohol and other drugs. The eighth section lists danger signals for substance abuse, and discusses family issues and children of alcoholism. The ninth section focuses on prevention. The role of the church/synagogue/mosque is described, and information is provided for finding help. A bibliography of materials for adults and youth is included. (LLL)

ED 345 137 CG 024 203

Smink, Jay; Stank, Peg
The Evaluation Handbook: Guidelines for Evaluating Dropout Prevention Programs.
PUB DATE- Mar 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Analysis; Data Collection; *Dropout Prevention; Evaluation Methods; High Risk Students; High Schools; *Program Evaluation; Research Methodology

This manual, developed in an effort to take the mysticism out of program evaluation, discusses six phases of the program evaluation process. The introduction discusses reasons for evaluation, process and outcome evaluation, the purpose of the handbook, the evaluation process, and the Sequoia United School District Dropout Prevention Program. Phase One provides a checklist for identifying the elements to be evaluated. An example is provided which illustrates the use of the checklist. Phase Two summarizes the steps used in producing evaluation questions for a program. A checklist is included which can be used as a guide. Phase Three provides a description of evaluation designs and data analysis procedures which could be used with these designs. Phase Four includes three categories to illustrate the instruments used for data collection. The steps to follow in selecting or constructing data collection instruments are summarized in a checklist. Phase Five discusses efficient collection, analysis, and interpretation of evaluation data. A checklist is included. Phase Six discusses the distribution, publication, and presentation of the evaluation report. Sections that should be included in an evaluation report are described, and a checklist is included to use as a guide in preparing evaluation reports. Illustrative examples and sample surveys are included. Throughout the manual, the Sequoia United School District Dropout Prevention Program is used as an example, and evaluation plans for interactive counseling services are included. (LLL)

ED 345 138 CG 024 204

DeGolyer, John H.; Misik, Martha C.
Listening to Adolescents.
PUB DATE- 27 Sep 91
NOTE- 17p.; Paper presented at the Meeting of the Association of Louisiana Evaluators (New Orleans, LA, September 27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

the program; individuals/groups who share the AOD's concern; and school children. The fifth chapter discusses fitting communications into the AOD program. The sixth chapter presents tips on communicating like a professional. The seventh chapter discusses working with the media. The eighth chapter presents ways to select tools for effective communications, discussing written communications, press releases, school-based communication outlets, and prevention/awareness events. In the conclusion two summary statements are provided: know who one intends to communicate with and frame the right argument to the right people. Helpful resources and references are listed. (ABL)

ED 345 157 CG 024 224

Myrick, Gloria H.
Improving Academic Achievement through Building Self-Esteem in At-Risk Limited English Proficient Ninth Grade Haitian Students.
PUB DATE- Jul 89
NOTE- 188p.; Educational Specialist Practicum Report, Nova University. Portions of appendixes contain smudged or broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Counseling Effectiveness; *Dropout Prevention; Grade 9; Group Counseling; *Haitians; *High Risk Students; High Schools; *High School Students; *Limited English Speaking; School Counseling; *Self Esteem

A self-esteem building program was developed and implemented to reduce the failure and potential dropout rate of limited English proficient 9th-grade Haitian students (N=15) who were enrolled in bilingual classes and were selected based on recommendations from their bilingual teachers, referrals for behavior problems, and failure in two or more subjects. Self-esteem building exercises and counseling sessions were employed over a 10-week development period. Instruments for measuring self-esteem, the Piers-Harris Self-Concept Inventory and the Demos Dropout Scale, were used. Students met with a counselor/social worker for 50 minutes, 1 day each week for 10 weeks. The students were put into small groups of 2, 3, 4, and 10 students for the activities to provide an equal amount of time for each student. The activities explored the three general areas which were essential in gaining self-esteem development. Developmental areas included a sense of belonging; a sense of competence; and a sense of worthwhileness. The results indicated increased levels of achievement for the target group when comparing their pretest and posttest. It was concluded that building positive self-esteem improves academic achievement. (Author/ABL)

ED 345 158 CG 024 225

Hechinger, Fred M.
Fateful Choices: Healthy Youth for the 21st Century.
PUB DATE- 92
NOTE- 243p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescents; Behavior Patterns; *Child Health; *Health; *Health Services; *Preadolescents; Public Policy; Sexuality; Substance Abuse; Trend Analysis; Violence

This book on the choices faced by adolescents regarding health behavior draws from recent publications of the Carnegie Council

Guidance Program will provide the framework to build a unique guidance project that is responsive to local student needs, and deliver direct counseling services within that framework. At the very heart of the entire educational system is the need for a guidance and counseling program. It is the consensus of guidance and counseling professionals that guidance be developmentally based and grounded solidly in competencies that demonstrate how students are impacted and how the guidance program makes a difference. (This document describes the 12 program elements: mission statement, philosophy, conceptual model, goals, student competencies, management system, counselor agreement, needs data, school plan, student monitoring, advisory council, and master calendar. A glossary is included.) (Author/ABL)

ED 345 177 CG 024 244

Halle, Paulin M.; And Others
The Effects of Sexual Abuse on Women in Battering Relationships.
PUB DATE- Aug 91
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; Family Violence; *Incidence; *Sexual Abuse

The prevalence of sexual abuse by male batterers has been estimated to be between 34% and 59%, although there are few studies examining the effects of this sexual abuse on the female victims. Further, the relationship between other forms of abuse and sexual abuse by a battering partner has not been systematically examined. The purpose of this study was to describe the effects of sexual abuse by a battering partner on a sample of female victims and to examine the relationship between abuse occurring within and outside the relationship. Participants in the study were battered women (N=320) from a specialized family violence program. Participants completed an assessment protocol at intake that included the Keane-Post Traumatic Stress Disorder (PTSD) Subscale of the Minnesota Multiphasic Personality Inventory (MMPI), the Impact of Event Scale, and a structured clinical interview which identified them as battered women. The base rate of sexual abuse by a battering partner in the sample was 36.8%. No significant relationship was found when rates of childhood sexual abuse and other sexual assault were compared to rates of sexual abuse by the batterer. These results appear to suggest that the cumulative effects of multiple forms of abuse exacerbate the effects of battering alone. (ABL)

ED 345 178 CG 024 245

Cimino, Joseph J.; Dutton, Mary Ann
Factors Influencing the Development of PTSD in Battered Women.
PUB DATE- 19 Aug 91
NOTE- 38p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

inferences and upon people's perceptions of the support of decisions. College students (N=65) read scenarios describing various decisions which they rated in terms of the individuals' or groups' degree of support for the structured or unstructured decisions and nondecisions. No significant effects were found for the social unit (individual or group) of the deciding faction. Significant effects were found for the type and structure of the decision. A significant interaction was also found for type and structure. Future research should be conducted to investigate the effects of relevance and time upon people's perceptions of support for decisions. (Author/ABL)

ED 345 197 CG 024 264

Sigmon, Scott B.
Cognitive Behavior Therapy: Notes on Theory and Application with Children.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Modification; *Children; Cognitive Restructuring; Counseling Techniques; Counseling Theories

Cognitive behavioral psychology is a new theoretical orientation. When applied in treatment, it is known as cognitive behavior therapy (CBT). CBT, although based primarily on an information processing model, rests firmly on the twin pillars of both behaviorism and cognitive psychology. Today cognitive therapy and behavioral therapy are terms which can almost always be used interchangeably. Theoretically CBT seeks primarily to change cognitions to alter behaviors, and to modify cognitions to affect emotions. A person's faulty cognitions, illogical or dysfunctional thoughts, and irrational beliefs will lead to self-defeating behaviors and unhappiness. To the extent that the cognitive behavioral therapist believes that his or her clients have blindspots, hold blurred perceptions, entertain some self-deceptions, and continually engage in certain behaviors that cause anxiety but which they cannot change on their own, the techniques he or she uses must be effective in dealing with these sorts of problems. In general, CBT is considered to be an information processing psychology because it suggests to a great extent getting people to think differently about themselves and their lives after examining data in newly structured ways; the expectation is that they will then act differently. Time, degree of client psychopathology, and the level of the patient's intelligence are not as problematic for CBT as they are in psychoanalysis. For these reasons CBT is often quite suitable for child psychology related cases. (ABL)

ED 345 198 CS 010 899

Jones, Joanna R., Ed.
Reading Recovery.
PUB DATE- 92
NOTE- 89p.; Cover maxim: "Celebrate Arizona's Reading Communities".
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom

Holt-Reynolds, Diane
Preservice Teachers and Coursework: When Is Getting It Right Wrong?
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Content Area Reading; Course Evaluation; *Educational Principles; Educational Research; Educational Strategies; *Education Majors; Higher Education; Interviews; *Preservice Teacher Education; *Student Attitudes; *Student Reaction; Teacher Attitudes; *Teacher Education Programs; Teacher Student Relationship

A study examined preservice teachers' responses to a teacher education course and explored the relationship between how the preservice teachers made sense of the coursework and the assumptions of teacher educators. Nine preservice teachers enrolled in a preservice content area reading summer course were each interviewed six times during the course. Results indicated that: (1) general reactions to the course, readings, activities and assignments were positive; (2) when these preservice teachers made a positive decision about a teaching strategy encountered in the course, they linked their decision to a previously developed personal history-based goal for teaching; (3) the rationales the preservice teachers attached to teaching strategies as reasons for valuing them seldom matched their instructor's rationales, yet they talked as though their rationales were the same; and (4) the preservice teachers valued strategies for being interesting, different from traditional methods, or providing bonus features for teachers, never mentioning their instructor's focus on fostering independence in lessons and metacognitive awareness. Clearly, preservice teachers come to their formal study of teaching with implicit theories and personal history-based beliefs. Teacher educators assume that preservice teachers can and do distinguish between the beliefs they currently hold and the principles they are asked to consider--an assumption this study shows to be unfounded. Teacher educators need to consider carefully what kinds of coursework experiences can invite preservice teachers to focus attention on how they evaluate new pedagogical principles rather than on what they can do with new instructional ideas. (Twenty-four references are attached.) (RS)

ED 345 218   CS 010 941

Ford, Michael
Poetic Links to Literacy.
PUB DATE- Feb 92
NOTE- 8p.; Paper presented at the Annual West Regional Conference of the International Reading Association (Portland, OR, February 27-29, 1992). Supplementary materials may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; *Instructional Design; Instructional Development; Lesson Plans;

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication (Thought Transfer); Communication Skills; Educational Research; Junior High Schools; Language Arts; *Magnet Schools; *Middle Schools; *Program Evaluation; *Writing (Composition)
IDENTIFIERS- *Kansas City Public Schools MO

A formative evaluation report documented the progress made by Westport Middle School Communications/Writing Magnet during its first year of implementing the communications/writing theme. Implementation of the theme was constrained by ongoing construction and renovation, which eliminated many classrooms from use and necessitated a separate facility to provide sufficient classrooms. Also, school began without computer labs and key teaching personnel. In part due to construction, the school operated below enrollment capacity. The sixth grade was above capacity, and was the only grade to meet minority enrollment desegregation goals. Courses and activities were offered in 9 of the 11 theme strands. Half of the students neither participated in theme instruction nor expressed enjoyment of theme events. The majority of teachers were satisfied with the progress made during the first year of implementation. Teacher surveys and observational data suggest that theme access at the communications/writing middle school will be dependent on the ability of the administration and teachers to establish a stable school environment and to motivate the students. Parental response to the theme was positive, although the majority would like to see more progress in basic skills. Achievement data were below the national norms in every grade and all subtests except for non-minority sixth grade language. In theme-related subtests of reading and language arts, scores primarily of the sixth and seventh grades improved this year compared to last. (Nine tables of data are included; an appendix lists theme-related field trips and activities.) (SR)

ED 345 237 CS 213 275

Sacco, Margaret T.
Writing Rationales for Using Young Adult Literature in the Classroom.
PUB DATE- 21 Nov 91
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Censorship; Guidelines; *Reading Material Selection; Secondary Education; Teacher Response
IDENTIFIERS- *Controversial Topics; Educational Issues

Noting that young adult literature is especially vulnerable to censorship, this guide maintains that every teacher should have a written rationale for every book that is required reading in the classroom. It presents 19 guidelines for writing a theoretical rationale for any book used in the classroom. Twenty references and a list of where to get help if a censorship problem occurs are attached. (SR)

Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College English; Comparative Analysis; Educational Research; Employment Level; *Employment Patterns; Employment Statistics; Higher Education; *Income; *Job Satisfaction; *Part Time Faculty; Teacher Attitudes; Two Year Colleges; Work Environment
IDENTIFIERS- *Brigham Young University UT; English Teachers; *Utah Valley Community College

A study compared the working conditions of part-time English teachers at Brigham Young University (BYU) and Utah Valley Community College (UVCC). At BYU more than half of the advanced writing classes are taught by part-timers, who make up 27% of the English department, and women part-timers outnumber men four to one. At UVCC there are about as many men as women among the part-time instructors; none receive office space, telephones or computers; and the per-credit wage is approximately two-and-a-half times lower than at BYU. Part-time instructors at both BYU and UVCC have no job security and receive no benefits, yet 40% (BYU) and 75% (UVCC) are the primary wage-earners in their homes. The comparison of BYU and UVCC reflect nationwide differences between part-timers at four-year and two-year institutions. Part-time instructors were surveyed concerning their job satisfaction. Results indicated that: (1) about 70% of BYU and UVCC respondents felt they were not adequately compensated; (2) 71% of BYU and 46% of UVCC respondents felt they were not respected and valued by the administration; (3) 74% of BYU and 54% of UVCC respondents did not feel administration policies on hiring, benefits and advancement were equitable; (4) 81% of BYU and 86% of UVCC respondents felt they were respected and valued by their departments; and (5) 78% of BYU and 50% of UVCC respondents felt that part-time faculty were exploited by the university/community college. (Six tables of data are included.) (RS)

ED 345 256 CS 213 313

Vivian, Barbara G.
Gertrude Buck on Metaphor: Twentieth-Century Concepts in a Late Nineteenth-Century Dissertation.
PUB DATE- Mar 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Doctoral Dissertations; Higher Education; *Metaphors; Psychology; Recognition (Achievement); Rhetoric; *Rhetorical Theory; Scholarship
IDENTIFIERS- *Buck (Gertrude); Metaphorical Thought; Richards (I A)

Gertrude Buck's doctoral dissertation, published in 1899, represented a radical departure from traditional treatments of metaphor. By approaching metaphor from an entirely new vantage point--psychology--Buck offered fresh insight and provided new explanations for the origin and function of figurative language. Buck made at least four other contributions to rhetorical theory: (1) she provided a psychological basis for philosophical and methodological differences in English departments, which at that time emphasized a rigorous scientific investigation of language. Humanistic critics of this emphasis, especially Irving Babbitt, expressed deep concerns about how writing was being taught. Harvard and Yale held to competing programs which can be compared to the basic oppositions of culture versus efficiency described by Babbitt and Glenn Palmer as representative of English department factions. Generally, professors acknowledged that new teachers needed better training for the task of teaching writing, as demonstrated by Modern Language Association (MLA) questionnaires in 1900 and 1912. Several approaches to teacher training began taking shape in the early part of the century, such as the one at Harvard. Seven assumptions about teaching writing can be inferred from Harvard's first graduate methods course: (1) students in methods classes need to write; (2) the impulse to write must be genuine; (3) peer discussions of drafts are useful; (4) revising peers' work helps new teachers explain revision processes to students; (5) observing other teachers aids the development of teaching style; (6) new teachers need practice in correcting manuscripts; and (7) role playing can help new teachers to anticipate classroom problems. These assumptions are suggestive of the theories that have shaped the training of teaching assistants through the decades. (Twenty references are attached.) (HB)

ED 345 274 CS 213 341

Batie, Ralph
Rhetorical Pedagogy: Ethos and Ethics.
PUB DATE- 20 Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College English; Critical Thinking; Discourse Modes; Higher Education; Persuasive Discourse; *Rhetorical Criticism; Writing (Composition); *Writing Instruction
IDENTIFIERS- Academic Discourse; Aristotle; Discourse Communities; Elbow (Peter); Expressive Writing; Plato

Beliefs about distinct differences between expressive and academic discourse unnecessarily complicate the teaching of writing. A composition pedagogy which fails to attend to the complications arising from the rhetorical aspect of language leads to the promotion of reasoning as separable from context. Reasoning then becomes a skill to be learned in order to prevail, not an activity which shapes itself to the needs of the audience. Academic discourse as skills suggests a commodified view of knowledge, perpetuating a view of the instructor as one who has knowledge. Writing classes best serve students if they persuade them to engage in the effort to reclaim themselves and their culture by engaging in critical inquiry. Peter Elbow (1991) argues that essential differences between academic discourse and ordinary language do not exist, and that both modes present the same features: reasoning and evidence, conventions, etc. Elbow champions the use of personal writing as a means for students to increase the use of writing throughout their lives. However, Elbow insists on emphasizing the learning of conventions. Critical inquiry, a fundamental activity in a democratic society, offers the best approach to the teaching of writing. Classical rhetoric, especially as in students, suggesting the importance of increasing awareness of this little discussed aspect of teaching. (HB)

ED 345 293 CS 213 369

Lauritzen, Carol
When Children Write Math Stories.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at the West Regional Conference of the International Reading Association (Portland, OR, February 27-29, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Childrens Literature; Content Area Writing; Elementary Education; Elementary School Mathematics; Grade 2; Grade 6; Instructional Effectiveness; *Mathematics Instruction; *Story Telling; *Writing Assignments; Writing Research
IDENTIFIERS- *Mathematical Stories; Writing Contexts

From January to May, 1991, an educator/researcher met once a week with two classes of students, one at second grade and the other at sixth, to share mathematical stories. Prior to these sessions all the students in these two classes and also all the other second- and sixth-grade students in the same school were asked to write a "math story" based on prompts provided by the educator/researcher. Children wrote a second math story in May. Analyses of these stories indicated that: (1) in January, few second graders and most sixth graders successfully combined math with a narrative structure; (2) students learned to write math stories by participating in reading and listening to math-related stories; (3) the majority of sixth-graders' stories fell into two groups: those that simply used numbers that were generally unrelated to the story, or those that contained "translation" problems--i.e., stories in which something was counted, measured, or sorted, or which involved the use of money or some basic arithmetic; and (4) sixth graders exposed to the weekly sessions wrote a greater variety of stories and wrote more stories that emphasized plot, used mathematics to resolve a conflict, or actually explained a mathematical concept than the rest of the sixth graders. Students provided with well-written works of children's literature have a model besides their textbook for mathematical writing--one that allows them to explore mathematical concepts through narratives. (Two tables of data and four figures presenting five examples of children's stories are included.) (RS)

ED 345 294 CS 213 373

Mink, JoAnna Stephens
Communities and Collaboration: An Alternative Research Assignment for Literature Courses.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Drama; Higher Education; Instructional Innovation; Introductory Courses; Literature Appreciation; *Research Papers (Students); Student Research;

Fiordo, Richard
Parliamentary Lessons: Applying Parliamentary Principles to Small Group Communication.
PUB DATE- Oct 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Foreign Countries; *Group Discussion; Higher Education; *Interpersonal Communication; *Parliamentary Procedures; *Student Attitudes; Surveys
IDENTIFIERS- Canada; *Small Group Communication

A study examined how parliamentary procedure may be used in everyday group discussion and how its principles may be applied in committee meetings and discussions that do not demand formal parliamentary procedures. Subjects, 127 undergraduate and 56 graduate students attending two Canadian universities, were surveyed over a 4-year period. Subjects were asked to consider what aspects of parliamentary procedure might be applicable in modified form to everyday small group discussion and were also asked to illustrate their applications. Results indicated that: (1) 75% to 92% of the subjects who voted for the relevancy of motions expressed the view that such parliamentary concerns would be relevant; (2) 9% declared competence in, and 3% declared mastery of, parliamentary procedures; (3) of the 183 respondents, only 71 reported that they ever considered applying parliamentary principles to discussions where parliamentary law did not prevail; (4) of those 71 subjects, 48 reported they had limited success and only 14 reported they deliberately applied parliamentary principles to some degree whenever they discussed matters; and (5) after taking part in the study, 152 said they would consider applying parliamentary ideas in groups free of the requirement of parliamentary law. Numerous examples illustrate how various parliamentary principles could be applied in small group discussion. Findings suggest that the logic of parliamentary law and procedure can be rhetorically modified and adjusted to met the pragmatic needs of the unique circumstance of discussions unobliged to follow parliamentary law. (Two tables of data are included; 14 references are attached.) (RS)

ED 345 312 CS 507 822

Ikeda, Richiko
Analysis of TV Use by Chinese Immigrant Children: An Exploratory Study.
PUB DATE- 4 Apr 92
NOTE- 27p.; Paper presented at the Annual Sooner Communication Conference (Norman, OK, April 4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Communication Research; Cultural Context; Elementary Education; *English (Second Language); *Immigrants; *Language Acquisition; *Mass Media Use; Parent Participation; *Second Language Learning; *Television Viewing
IDENTIFIERS- Media Exposure

A study explored the use of television by immigrant children in terms of language learning, investigating whether immigrant children watch television for purposes of language learning and each year. The budget weakens the finances of state and local governments. These issues, along with the Administration's proposal to merge 24 disparate programs into a mega-block grant to states, are discussed in the chapters of this document. Appended are tables that indicate the budget proposal's impact on the states, proposed changes in low-income funding (FY 1992-FY 1993), and a "New York Times" editorial. (RR)

ED 345 333 EA 023 855

Cline, A. W.; And Others
Female Potential Administrators: A Study in Personality.
PUB DATE- Sep 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Western Kentucky University Women's Studies Conference (Bowling Green, KY, September 26-28, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Elementary Secondary Education; Evaluative Thinking; Extraversion Introversion; Graduate Students; Higher Education; Intuition; *Leadership Qualities; *Personality Traits; *Principals; School Effectiveness; *Sex Differences; *Women Administrators
IDENTIFIERS- Western Kentucky University

Research has indicated that a primary difference between effective and ineffective schools is the principal. However, the truly effective principal is uncommon in today's public schools, and female principals are even scarcer. Effective principals, regardless of gender, get things accomplished in schools. Their effectiveness results from ability to determine staff strengths and weaknesses and act accordingly. Research indicates that teachers experience more job satisfaction with a female principal. If teachers prefer female principals, why are women underrepresented in the principalship? This paper presents findings of a study that identifies and compares personality traits exhibited by 79 female potential administrators and 82 male potential administrators enrolled at Western Kentucky University with traits of a national sample of 1,024 practicing administrators and with an "Executive Educator" selection of "top 100" (n=83) and "Rising Star" (n=89) school executives in 1984. Results, based on Myers-Briggs Type Indicator data, show conclusive similarities between female potential administrators and practicing administrators, but do not reflect great similarity with "rising stars" or "top 100" educational administrators. Perhaps female potential administrators are mimicking the behavior of practicing principals or inhibiting characteristics such as extraversion and intuition. (36 references) (MLH)

ED 345 334 EA 023 857

Richardson, M. D.; Prickett, R. L.
Improving Principal Identification and Selection through School and University Collaboration.
PUB DATE- Aug 90
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

the study are offered. (39 references) (LMI)

ED 345 353 EA 023 940

Stefkovich, Jacqueline A.
The Influence on New Jersey's Public High Schools of the U.S. Supreme Court's Decision in "New Jersey v. T.L.O."
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Federal Courts; High Schools; Public Schools; *School Law; School Policy; *School Security; *Search and Seizure; *Student Rights
IDENTIFIERS- *New Jersey; *New Jersey v TLO; Supreme Court

The Fourth Amendment to the U.S. Constitution guarantees "the right of people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures" by governmental officials. In a 1985 Supreme Court decision, "New Jersey v. TLO," students' privacy rights in public schools are afforded a lower standard of protection than is usually given to citizens. (TLO was a 14-year-old female student at Piscataway (New Jersey) High School and whose person was searched. She was accused of smoking cigarettes in violation of school rules. The results of the search implicated her in marijuana dealing.) This paper, based on an exploratory field study, investigated the U.S. Supreme Court's decision and its influence on early implementation of policies and practices in three New Jersey high schools. Findings revealed that, after the U.S. Supreme Court decision, there were few changes in written policies at the local level and these were restricted to locker searches and attributed to sources other than the "TLO" decision. There were also no increases in either the number of legal searches or the numbers and types of illegal searches. Most school searches were generally related to criminal rather than school violations; administrators were hesitant to conduct school searches; and districts had devised complicated procedures for conducting searches that act as a safeguard for students' rights. (13 references) (Author/RR)

ED 345 354 EA 023 941

Wohlstetter, Priscilla; Anderson, Lesley
What Can U.S. Charter Schools Learn from England's Grant-Maintained Schools?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Change; *Educational Development; Educational Finance; *Educational Innovation; *Educational Planning; Elementary Secondary Education; Foreign Countries; School Administration
IDENTIFIERS- *Charter Schools; England

In 1984, the Council of State Governments undertook a study to assess states' intentions regarding implementation of the Commission on Excellence in Education's 1983 report "A Nation at Risk." The study described in this report follows up on the findings of the Council's 1984 study, identifying the areas where states have made progress in educational reform and improvement and indicating the barriers that have thwarted implementation of many commission recommendations. The report also identifies recommendations that have not been widely implemented and those that states seem uninterested in implementing 5 years later. Commission recommendations were grouped into five reform areas: instructional content; standards and expectations; time management; teaching, leadership and fiscal support; and attitudes and opinions. Results found an implementation slowdown; lack of a complete, unified implementation program; general agreement that recommendations were well-considered; unanticipated barriers to implementation; and shared implementation responsibility. There is little impetus for implementing recommendations concerning teaching at the state education agency level. Leadership for teaching reforms is likely to originate from the schools themselves. The discussion is supplemented by numerous tables and 26 endnotes. (MLH)

ED 345 374   EA 023 969

Posch, Peter
The Impact of the ENSI Project on School-Community Relations: Issues and Possibilities.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conservation (Environment); *Cooperative Planning; Elementary Secondary Education; *Environmental Education; Foreign Countries; Participative Decision Making; *School Community Relationship; *Shared Resources and Services

Developments in schools that redefine the relationship between school and community are described in this paper. The Environment and School Initiatives (ENSI) project seeks to combine two apparently contradictory aims of education: to develop "environmental sensitivity" and to promote students' "dynamic qualities" by involving them in coping with problems in their immediate internal and external environments. The first part of this paper presents examples of ENSI activities in which students and teachers are involved and describes the features common to these activities. Programs implemented in Austria, Bavaria, Italy, and Norway are briefly described. Two new tasks of education that have emerged from the process of opening the schools to the community are the production of local knowledge, and action to improve environmental conditions. In addition, opening the schools has facilitated the growth of dynamic exchange networks. The second section of the paper outlines the social forces that stimulate development and the challenges they pose for schools. Increasing social complexity and insecurity and the reduced decision-making capacity of socioeconomic systems contribute to the need for decentralized responsibility. (13 references) (LMI)

ED 345 375   EA 023 970

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Community Programs; *Cultural Awareness; *Cultural Differences; Demography; Elementary Secondary Education; *Emotional Disturbances; Ethnic Groups; Evaluation Methods; *Mental Health Programs; Minority Groups; National Surveys; *Program Development; Program Evaluation; Program Implementation

This monograph was developed to assist states and communities in planning, designing, and implementing culturally competent systems of care for children with serious emotional disturbances. It highlights the culturally competent aspects of 11 programs serving people of color. Each program targets at least one of the four major ethnic minority groups in the United States and involves cooperative services from more than one system. The programs were identified as a result of a nationwide survey and site visits. Chapter I presents background information including the changing demographics of the United States and principles of cultural competence. Chapter II focuses on six basic questions such as who defines mental health and illness, accessibility of mental health services to ethnic minorities, intervention methods, and evaluation of outcomes. Other issues examined include program philosophy and policies, program location, types of services offered, cultural assessments, ethnic-specific staffing patterns, service linkages, and treatment goals and evaluation. Chapter III summarizes critical aspects of the cultural competency model. Chapter IV contains the program descriptions of the 11 programs. For each program, the following information is presented: a history and identification of the agency, a community description, the target population, program philosophy and goals, type of services, funding strategies, evaluation mechanisms, and how cultural competence principles are addressed. Appendices provide administrative forms, profiles of programs/agencies not site visited, a list of participating agencies, and a list of faculty of the Culturally Competent Training Institute. (80 references) (DB)

ED 345 394 EC 301 153

Nealeigh, M. Deirdre
Gifted Adolescents and Their Relationships with Family and Peers.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Grouping; Adolescents; Females; *Gifted; Grouping (Instructional Purposes); *Parent Student Relationship; *Peer Relationship; Popularity; Secondary Education; Sex Differences; Siblings; *Student Attitudes; *Teacher Student Relationship

This paper reviews what is known about the relationships between gifted adolescents and their family members and school associates, and offers some ideas and suggestions to help in improving these relationships. Attitudes of the gifted themselves toward giftedness are considered, noting differences between extremely gifted and moderately gifted students and between the mathematically gifted and the verbally gifted. Social problems during adolescence are addressed, including the variety of reasons for student teasing, special problems for gifted females in balancing their need for achievement and their desire for popularity, and the value of ability grouping

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; Anatomy; Assertiveness; Curriculum; Decision Making; *Disabilities; Diseases; *Family Life Education; Health Education; Hygiene; Lesson Plans; Secondary Education; Self Esteem; *Sex Education; Sexual Identity; *Sexuality; Special Education; State Standards; Units of Study; Venereal Diseases

IDENTIFIERS- FLASH Curriculum WA

This curriculum guide covers family life and sexual health (FLASH) in 28 lessonplans and is intended for special education students in grades 7-12. The curriculum is an adaptation of one developed for nondisabled students. Introductory material for the teacher offers guidelines on such topics as knowing one's state and local guidelines, planning a sexuality unit, preparing administrators and parents, responding to questions, and including the program in the student's Individualized Education Program. The lessons typically include specific objectives, materials needed, an agenda with several activities, sample communications to a "trusted adult," worksheets, and handouts. Topics addressed by the lesson plans include the following: the difference between public and private; self esteem; gender identification; families; friendship and dating; helpers, acquaintances, and strangers; nonverbal communication; assertiveness; asking for what you want; hearing "no"; saying "no"; decision making; touching; exploitation and getting help; anatomy; puberty; sexual health and hygiene; reproduction; pregnancy; parenthood; sexual decision making; birth control; germs and risk; sexually transmitted diseases; and Acquired Immune Deficiency Syndrome; and resources. Seven appendices offer guidelines of Washington State, checklists, assessment tools, and resource lists. (DB)

ED 345 415 EC 301 175

Glimps, Blanche Eloise Jackson; Ashton, Beverely C.

Learning about Minority Cultures and Improving Reading Skills through the Use of Good Literature.

PUB DATE- Apr 92

NOTE- 10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Attitude Change; *Childrens Literature; Cross Cultural Studies; Cultural Differences; Curriculum Development; Elementary Secondary Education; *Mild Disabilities; *Minority Groups; *Multicultural Education; Reading Instruction; Student Attitudes; Units of Study; Whole Language Approach

This paper describes the development and implementation of a culture-based literature program to improve the reading skills and understanding of minority cultures in students with mild disabilities. Steps in developing such a whole language approach program include: (1) identifying the cultural groups to be studied; (2) choosing both fiction and non-fiction books which reflect the groups in a realistic manner; (3) self education by the teacher on the cultures of the groups to be studied; (4) and application of appropriate reading activities involving assessing students' prior knowledge, guiding student

ED 345 435 EC 301 196

Michael, Robert J., Ed.; Juul, Kristen D., Ed.
The View Finder: Expanding Boundaries and Perspectives in Special Education. Volume One.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Disabilities; Educational History; *Educational Practices; *Educational Trends; Elementary Secondary Education; *Foreign Countries; Higher Education; International Organizations; Preschool Education; *Special Education; Teacher Education
IDENTIFIERS- Brazil; China; Europe; European Association for Special Education; Iran; Nigeria; Norway; UNESCO; USSR

The articles included in this monograph represent a broad range of topics reflecting the current world scene with regard to the education of children with special needs. Titles and authors of the articles include: "UNESCO and Special Education" (Lena Saleh), which discusses the history, purposes, and activities of the United Nations Educational, Scientific, and Cultural Organization in Paris; "Special Education Training in Developing Countries" (Ture Jonsson); "What Is EASE and What Is Its Purpose?" (Olof Magne), which describes the history of the European Association for Special Education; "The Arts in Special Education in Europe: An Overview of Trends and Practices" (Kristen D. Juul); "Special Education and Teacher Training in Norway" (Kjell-Arne Solli); "International Advocacy To Develop International School Special Education Opportunities" (Patricia L. Jonietz); "Development of Special Education in the Islamic Republic of Iran" (G. Ali Afrooz); "Special Education in China" (Aaron Armfield); "Cultural and Socio-Economic Factors That Affect Section 8 of the National Policy on Education in Nigeria" (Festus E. Obiakor and Gregory P. Maltby); "Special Education in Brazil: Service Delivery in Profile" (Forrest A. Novy and others); and "Special Education and 'Pokazukha' in the (former) U.S.S.R." (B. J. Elliott). (JDD)

ED 345 436 EC 301 197

Decker, Marcia J., Ed.
Directory of Selected Early Childhood Programs, 1991-1992.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 92
NOTE- 354p.; For the 1990-1991 directory, see ED 333 671.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Collected Works - General (020)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Early Childhood Education; *Early Intervention; Educational Legislation; Educational Policy; Educational Research; Federal Aid; Federal Legislation; *Federal Programs; Inservice Education; Labor Force Development; Outreach Programs; Professional Education; *Program Descriptions; Research Projects; Special Education; Teacher Education; Technical Assistance
IDENTIFIERS- Individuals with Disabilities Education Act; *Office of Special Educ Rehabilitative Services

Technological Advancement; Technology Transfer; Transfer of Training

IDENTIFIERS- *Workplace Literacy

The North Central Indiana Workplace Literacy Initiative seeks to develop a curriculum management system addressing work force literacy needs and a coordinated human resource investment system meeting individual economic self-sufficiency needs and labor market needs. The workplace of the future will contain six key changes: employers will require higher-level skills; educational systems must provide job and life skills; competencies must extend beyond basic skills; schools should provide employability skills to graduates; learners should connect school and "real world" experiences; and employers must value high performance and quality management. Educational changes that reflect workplace needs include the six national educational goals and America 2000, a strategy for achieving them. Seven minimal entry-level competency areas are essential in the workplace, based on survey and focus group results: (1) resources--time, money, materials/facilities, and human resources; (2) information--acquires/evaluates, organizes/maintains, interprets/communicates, and processes; (3) interpersonal skills; (4) systems; (5) technology; (6) learning to learn; and (7) math/computation. Three appendices are included: the five competencies comprising workplace know-how, identified by the Secretary's Commission on Achieving Necessary Skills; learning to learn proficiencies; and a description of the North Central Indiana Private Industry Council and the Center for Remediation Design.) (NLA)

ED 344 988 CE 060 947

Merkel-Keller, Claudia

Vocational Education at the Crossroads.

PUB DATE- Apr 92

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Economic Development; *Educational Improvement; *Educational Needs; *Education Work Relationship; Employment Potential; Foreign Countries; Futures (of Society); Institutional Cooperation; Job Skills; *Job Training; Postsecondary Education; School Business Relationship; Secondary Education; *Technological Advancement; *Vocational Education; Work Attitudes

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

The United States faces stiff global competition in the marketplace of the future as other countries such as Germany, Japan, and the nations of the Pacific rim produce better products with a more skilled work force. Germany and Japan spend far more resources on job training for their youth than does the United States, especially on training noncollege-bound youth for technical jobs. In other countries, standards are set and youth completing programs are expected to be able to perform at that level, whereas in the United States, certification often means simply program completion. The Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990, P.L. 101-392, and the Joint Training Partnership Act (JTPA) as well as other legislation aim to make the United States more competitive by educating all segments of the population, concentrating resources on improving programs

Education; *Adult Literacy; Educational Resources; Information Sources; Instructional Materials; Integrated Curriculum; Learning Activities; Lesson Plans; *Literacy Education; *Program Implementation; Resource Materials; *Staff Development; Teaching Guides

This staff development package is designed to inform adult literacy practitioners about Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) and to facilitate implementation of HIV education in adult literacy programs. It is intended to teach them to plan and implement HIV education for their adult literacy students and to create a forum for staff development about AIDS/HIV. A guide for teachers and a handbook of instructions are included. The instructional guide provides materials on staff preparation and lesson preparation, background information about HIV and AIDS, and four sample lessons for an HIV education program for adult literacy students. Each lesson contains a goal, an outcome objective, a list of instructional materials, and a set of activities. Examples are then presented of integration of information about HIV infection and AIDS in other content areas. Fifty-eight pages of resources are provided: listings of videos, articles and books, newsletters and brochures, journals, contact people for the AIDS Regional Training Centers, hotlines, and additional organizations addressing AIDS and People with AIDS Coalition Resource Directory. Other contents include a glossary of terms and photocopy masters of materials used in the sample lessons. The handbook of instructions describes the complete instructional package (guide, handbook, and videotape) including its purpose, its intended audience, and variety of options for both staff development and programming for students. Statistics, medical updates, and new resources are included. A brochure on HIV education for adult literacy programs is attached. (YLB)

ED 345 007 CE 061 013

Wingate, Anne; Woolis, Diana
Half of Our Future. A Report by the Non-Traditional Occupations Task Force of the Division of Vocational, Technical, and Adult Education, Department of Education, State of Connecticut.
PUB DATE- Mar 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Curriculum Development; *Educational Change; *Education Work Relationship; Entry Workers; Equal Opportunities (Jobs); Federal Programs; *Females; High Schools; *Nontraditional Occupations; *Nontraditional Students; Postsecondary Education; Secondary Education; Sex Fairness; Sex Role; Sex Stereotypes; Teacher Education; Vocational Education; Welfare Services
IDENTIFIERS- Connecticut; Job Training Partnership Act 1982; Private Industry Councils

Based on the results of focus groups, Connecticut's Non-Traditional Opportunities Task Force concluded that despite substantial effort, there is still not enough support for women who wish to enter nontraditional jobs. Recommendations were made for changes in the following areas: (1) redesign of math and science courses; (2) teacher preparation and development; (3) school-to-work transition programs; (4) systemic change in terms of incentives to redesign curricula and programs; and (5) help for the new worker from business and unions. Focus groups also made recommendations by specific program area: adult is integrated instruction planned? How is integrated instruction delivered? How is integrated instruction evaluated? What outcomes have been realized from integrated instruction? and What is the next step? Twenty-four references, site descriptions, and 33 additional resources are included. (NLA)

ED 345 025   CE 061 079

Runkle, Robert A.; And Others
Comparative Analysis of High School Graduates in Berks County from Vocational, Academic and General Curricula for the Years 1983, 1986, and 1990. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Nov 91
NOTE- 85p.; Includes an executive summary.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Career Choice; Comparative Analysis; Decision Making; Educational Attainment; *Educational Experience; Education Work Relationship; *Employment Patterns; General Education; Graduate Surveys; *High School Graduates; High Schools; Postsecondary Education; Regional Schools; *Student Attitudes; *Vocational Education; Vocational Followup; Vocational Schools
IDENTIFIERS- *Pennsylvania (Berks County)

High school, postsecondary education, and work experience records of graduates from four high school programs of study were compared. The population consisted of all graduates (n=7,890) from academic, general, area vocational-technical school (AVTS), and home school vocational programs (HSVOC) from 16 sending school districts in Berks County, Pennsylvania, for the years 1983, 1986, and 1990. Data regarding high school experiences were obtained by transcript review. The effective response rate to a questionnaire and follow-up approached 90.4 percent. Findings indicated that the percentage of students completing the secondary academic program grew steadily from 45.8 percent in 1983 to 57.8 percent in 1990; students appeared to migrate from the other three programs, with the largest decline coming from the high school vocational program. The total number of secondary credits earned increased. Over 70 percent felt that more information about careers would have been beneficial in choosing their present occupation. The most influential person in their career decision was an "other," followed by father and then mother. Over 84 percent were satisfied with preparation for career and/or higher education. Over 43 percent were working full time. Academic students completed more years of postsecondary education than the group as a whole. Approximately 85 percent working full time reported they received some on-the-job training. Employment for male and female graduates continued to follow traditional sex role stereotypes. (The 18-page report is followed by 45 pages of tables.) (YLB)

ED 345 026   CE 061 083

Rural Women Proprietorship Project. Research and Development Annual Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 15 Jul 87
NOTE- 18p.
LANGUAGE- English

Education; Student Educational Objectives; *Student Recruitment; *Teaching Methods
IDENTIFIERS- Quebec

This document is a report of a panel discussion on literacy conducted at an adult education conference in Quebec (Canada). Panelists included Leona Grise, Brenda Lee, and Nicole Snaauw; Ann M. Gauvin was the moderator. The discussion centered on student recruitment, the dropout factor, and alternate methods of learning for individuals lacking sufficient basic skills. Points made include the following: (1) persons must attain a certain social status to want to improve their circumstances and to learn more; (2) social discrimination is a factor in student recruitment; and (3) education must be intertwined with the lives and social experiences of people. Panelists also noted that in order to learn how to prevent students from dropping out of literacy programs, it is necessary to understand why they are there. Some of their motivations for learning are escape from boredom, professional advancement, external expectations, and personal growth--and perhaps state financing of social assistance programs. A definition of literacy is suggested, and ideas for making literacy education more pleasant--such as by including literature and poetry--are presented. (8 references) (KC)

ED 345 045   CE 061 138

Larson, Fay, Comp.; Timm, Christine, Comp.
Putting the Pieces Together: Learning Activities for Counseling and Guidance.
PUB DATE- 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Change; *Career Choice; *Career Counseling; *Career Guidance; Daily Living Skills; High Schools; Interpersonal Competence; Job Skills; Junior High Schools; *Learning Activities; Occupational Clusters; Self Concept; Sex Role; *Vocational Interests
IDENTIFIERS- National Career Development Guidelines; *Nebraska

This learning activities book contains guidance and counseling activities. It establishes goals for Nebraska middle/junior high and senior high schools covering three major areas--learning, personal/social, and career--with four separate goals under each area. After an introduction, the following information is included: Nebraska career guidance goals K-12; National Career Development Guidelines (NCDG) for high school and middle/junior high school students; companion materials; indicators for NCDG; and indicators for NCDG National Resources. Four sets of activities are provided: (1) understand and apply differences within and between occupation/career clusters in making career changes; (2) understand and apply knowledge of continuous changes of male/female roles as they relate to career choice; (3) understand and apply knowledge of personal interests, skills, and aptitudes to broad occupational areas and career clusters; and (4) understand and apply knowledge of the meaning of work to personal social contexts and career choice. Each activity may include the following: grade level; objective; procedures; evaluation methods; activity requirements--number of students, time, teaching approach, and materials and resources; worksheet(s); form(s); and resource and worksheet(s). Also included are a description of 2 Nebraska career information resources and a list of 10 conditioning; carpentry; plumbing and pipefitting; and employability skills. (NLA)

ED 345 063 CE 061 157

Masonry. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jan 92
NOTE- 22p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bricklaying; Competence; *Competency Based Education; Construction (Process); Employment Potential; Job Analysis; Job Skills; *Masonry; Occupational Safety and Health; Postsecondary Education; Secondary Education; *Structural Elements (Construction); Task Analysis; Vocational Education; Welding
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for masonry occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 17 units: safety; masonry materials and tools; materials preparation; job site preparation; bonding; blueprint reading, recordkeeping, and estimating; laying brick and block to a line; brick and block wood; jointing; masonry construction; foundations and footers; reinforced concrete masonry; special masonry applications; chimney and fireplace construction; arch construction; basic welding and cutting; and employability skills. (NLA)

ED 345 064 CE 061 158

Meat Processor. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Feb 92
NOTE- 33p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; *Competency Based Education; Employment Potential; *Food Processing Occupations; Food Standards; Hygiene; Job Analysis; Job Skills; *Meat; *Meat Packing Industry; Occupational Safety and Health; Postsecondary

comprehensive and verified employer competency profile for turf and landscape occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the seven units are as follows: general safety precautions; turf and landscape operations; equipment maintenance; construction skills; marketing and sales; business management; and employability skills. (YLB)

ED 345 081 CE 061 175

Work and Family Life. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- May 92
NOTE- 23p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Planning; *Child Rearing; Competency Based Education; Family Financial Resources; Family Life; *Family Life Education; *Family Relationship; Health; Health Promotion; Home Economics; *Home Management; *Individual Development; Money Management; *Nutrition; Parenting Skills; Postsecondary Education; Secondary Education; Self Actualization; Skill Analysis; Time Management
IDENTIFIERS- DACUM Process; *Family Work Relationship; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified competency profile for work and family life courses. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to coordinate work and family life. This list includes one unit of content competencies for each of six courses: personal development, resource management, life planning, nutrition and wellness, family relations, and parenting. The single unit of core process competencies that appears first is to be taught and developed within each of the six 18-week (semester) core courses. (YLB)

ED 345 082 CE 061 176

Ohio's Competency Analysis Profile. Index.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 92
NOTE- 26p.; For related documents, see ED 338 827-852 and CE 061 142-175.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

sequence; (4) curriculum organization and structure--junior high and secondary; (5) guidelines for program development--methodology, evaluation, records, resources, specific guidelines, and safety; and (6) implementation factors and responsibilities. (NLA)

ED 345 100   CE 061 214

Senior Practical Program. Administrative Manual for Teachers, Counsellors & Administrators.
PUB DATE- Nov 90
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Accountability; Admission Criteria; *Cooperative Education; *Education Work Relationship; Foreign Countries; Graduation Requirements; *High Risk Students; High Schools; *Program Administration; Program Development; Program Implementation; Self Esteem; Skill Development; Teaching Guides; Vocational Education; *Work Experience Programs
IDENTIFIERS- Northwest Territories

The Northwest Territories (NWT) Senior Practice Program (SPP) described in this manual is designed to develop self-direction, self-esteem, and skills and knowledge in specific practical areas. The secondary school SPP prepares at-risk students, at least 15 years old, for work. The program has both practical and academic components. This administrative manual for teachers, counselors, and administrators contains seven sections: (1) SPP overview; (2) program development and implementation; (3) accountability; (4) selection of students; (5) work experience; (6) graduation requirements in detail; and (7) summary of forms. The following forms are included: program application; student application; parental consent; monthly report; work placement information; student information; work experience evaluation; work experience supervision; student's personal evaluation of the work station; skills profile; non-completion; graduate follow-up; tests--how I see myself, how I see the world of work, and achievement tests (reading and math); record of graduation expectations; and certificate of appreciation. (NLA)

ED 345 101   CE 061 216

Bogard, Gerald
For a Socialising Type of Adult Education: Transforming Adult Education into an Autonomous System for the Continuous Resocialisation of Adults.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Learning; Adults; Economic Development; *Educational Innovation; Educational Policy; Foreign Countries; Older Adults; *Policy Formation; *Social Change; Social Development; Social Integration; *Socialization; Unemployment
IDENTIFIERS- European Community

DESCRIPTORS- *College Students; Environment; Higher Education; Individual Development; Place of Residence; *Satisfaction; *Student Attitudes
IDENTIFIERS- Effort

This study investigated quality of effort, place of residence, perception of the environment, and students' opinions of college. Seven independent variables were investigated: personal and social development; general education, literature and arts; intellectual skills; understanding science and technology; vocation; perception of environment; and place of residence. Two dependent variables were employed: satisfaction, and initiative/benefits. The College Student Experiences questionnaire was administered to 196 students at a four-year university. Results indicated that: (1) subjects with intermediate and high vocation scores had higher satisfaction than those with low vocation scores; (2) subjects with high intellectual skills registered greater initiative/benefits than those with low intellectual skills; (3) the numerically highest satisfaction was reported by subjects who had high personal and social development and high intellectual skills, and the numerically lowest satisfaction was reported by subjects with intermediate personal and social development and high intellectual skills; (4) the numerically highest initiative/benefits was reported by subjects who had low personal and social development and high intellectual skills, and the numerically lowest initiative/benefits was reported by subjects who had low personal and social development and low intellectual skills; and (5) independent variables not associated with either dependent variable were: understanding science and technology; perception of environment; place of residence; and general education, literature, and arts. (LLL)

ED 345 119 CG 024 184

Yue, Xiaodong
Suggestions for Organization of Student Counseling Services in China by Applying the Harvard Model.
PUB DATE- 89
NOTE- 19p.; Originally presented at the Research Symposium on Education Reforms in East Asia (Charlottesville, VA, November 9-11, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *College Students; *Counseling Services; Counselor Client Relationship; Counselor Training; *Cultural Differences; Foreign Countries; Higher Education; Intellectual Development; Models; Program Development; Psychological Needs; *School Counselors; Student Personnel Services
IDENTIFIERS- *China

Education should help students with their intellectual as well as emotional growth. The counseling center at Harvard University, called the Bureau of Study Counsel, assumes that students' dilemmas are not simply academic. Generally, there are three kinds of services at the Harvard Bureau of Study Counsel: didactic-cognitive techniques; group interventions; and individual counseling or psychotherapy. In general, the Harvard Bureau of Study Counsel may be characterized by three distinctive features: a dual emphasis on students' mental as well as intellectual well-being, a clinical/developmental perspective to understanding of students' problems, and a wide variety of services to students. Although these principles can provide a model for Chinese college counselors to organize their counseling services, there are significant social and

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Decision Making; Elementary School Students; Elementary Secondary Education; *Pregnancy; *Prevention; Secondary School Students; *Sex Education

Generally, teenage pregnancy is considered a detriment to society. Louisiana has the third highest rate of adolescent pregnancy of any state in the nation. The Louisiana Sex Education in Public Schools Act (1979) effectively prohibits information about the human reproductive system until the seventh grade. The basic "Choices and Changes" program is an economic social studies program designed to teach students the possible consequences of alternative forms of behavior. Since the majority of adolescent pregnancies are a matter of choice, the consequences of parenthood became an integral part of this program. The pregnancy component was designed for use beginning in the third grade. This meant that the consequences of pregnancy had to be taught without explaining how pregnancy occurred. The goals of the program had to be limited to teaching students how to make choices and the possible consequences of those choices. Proper presentation of the program is vital. Students feel empowered when they are asked for their ideas and are treated nonjudgmentally. An evaluation of the class indicated teachers were constantly interrupted by students who were taken out of class. To teach a class such as the pregnancy alternative component, the teacher must have group leadership skills. Finally, when students learn to value an education as a viable choice over parenthood, programs such as "Choices and Changes" will have far more impact. (LLL)

ED 345 139 CG 024 206

DeLamarter, William A.; Westervelt, Karen E.
Attributions in Rape: Effects of Type of Rape and Victim Power Strategy.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; College Students; Higher Education; *Rape; Student Attitudes; *Victims of Crime
IDENTIFIERS- Blame

Recent trials have brought the issue of date rape into public awareness. It is appropriate to examine the impact of variables such as the appearance of the accuser, the relationship between the accuser and the defendant, and the behavior of the accuser and defendant on attributions of responsibility in a rape situation. This study manipulated subject sex, type of rape (stranger versus acquaintance), and the power strategy (indirect/unilateral versus direct/bilateral) used by the rape victim to resist her assailant. College student subjects (N=87) read what they were told were excerpts from police interviews with both a rape victim and her assailant. In all conditions the victim was described as a 20-year-old college junior who was assaulted in her apartment near campus. The defendant was described as a 22-year-old without a criminal record or any trouble with the law. At the end of the transcript subjects were informed that the defendant was tried and convicted of rape. While subject sex did not affect attributions of assailant responsibility, females saw the scenario as more likely and serious than males. Also, females felt more empathy on Adolescent Development as well as from other recent reports. The book contains eight chapters. Chapter One discusses the risks that adolescents face today, including lack of attention from adults, poverty, suicide, drug and alcohol abuse, and lack of proper nutrition and exercise. Chapter Two focuses on preventive health care for adolescents. Health professionals' assessment of their training in adolescent health and their care of adolescents is discussed. Chapter Three discusses sexual behavior of adolescents and the consequences of adolescent pregnancy. Chapter Four focuses on drug and alcohol abuse and smoking. Chapter Five discusses violence, guns, and deaths from violence among adolescents. Chapter Six focuses on exercise and nutrition. Chapter Seven describes programs for youth such as 4-H and Boy Scouts. Chapter Eight discusses the social issues surrounding adolescent health and well-being. Guiding themes for adolescents in the areas of information; access to health services; motivation and support of adults; and an improved environment are presented. Recommendations are described in the areas of education; health services; media; the world of work; the continuity of development; violence and safety; and funding of health services. The appendix briefly describes some major national youth organizations. The book contains several full page black and white photographs. (ABL)

ED 345 159 CG 024 226

Buri, John R.; And Others
Other-Directedness: Moderating Resilience during Adolescence.
PUB DATE- 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (64th, Chicago, IL, April 30-May 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; College Students; Higher Education; *Hostility; *Parent Child Relationship; Parents; *Self Concept; *Self Esteem; Young Adults
IDENTIFIERS- Self Monitoring

An important focus of developmental research has centered upon the role of parents in the emotional-psychological development of children and adolescents. During the past 25 years a sizable body of empirical evidence on these socialization processes has emerged. In this study the relation of parents' hostility to the self-esteem of older adolescents was investigated. College students (N=125) and both parents of each student participated. Students responded to questionnaires measuring self-concept and self-monitoring, while parents completed the Hostility (Ho) Scale of the Cook-Medley Hostility Scale. Results indicated mothers' and fathers' hostility was correlated with their adolescents' self-esteem. Mothers' hostility was more strongly correlated (inversely) to sons' self-esteem, whereas fathers' hostility was more strongly correlated (inversely) to daughters' self-esteem. Adolescent Other-directedness had strong cognitive moderator effects, increasing the deleterious effects of fathers' hostility upon adolescents' self-esteem. These findings suggest that Ho may be a cognitive construct. (ABL)

ED 345 160 CG 024 227

Illusions of Immortality: The Confrontation of Adolescence and AIDS.

DESCRIPTORS- *Battered Women; Cognitive Style; Family Violence; *Influences; Models; *Victims of Crime
IDENTIFIERS- *Posttraumatic Stress Disorder

In this study an interactive conceptual model was utilized in an attempt to examine variables which contribute to, and influence, the development of Post Traumatic Stress Disorder (PTSD) in battered women. This model considers the individual's response to trauma as being the product of the interaction between factors related to the characteristics of the individual prior to the trauma, the nature and severity of the trauma itself, and factors related to the post-trauma environment. This study examined pre-trauma victim characteristics, individual cognitive styles, and violence related variables. Subjects (N=106) were women who were treated at an outpatient mental health center and who had experienced violence in their current relationship. Subjects completed the Attribution Questionnaire, the Appraisal of Violence Scale, the Structured Intake Interview, and the Derogatis Symptom Checklist 90-Revised. The results indicated that 60% of the subjects were PTSD-positive. These results appear to support the applicability of a PTSD diagnosis for battered women and suggests that these symptoms may be considered a central component of the emotional aftermath experienced subsequent to physical and/or sexual battering, rather than conceptualized as a rare exception to the rule. (ABL)

ED 345 179 CG 024 246

Bayer, Darryl Lee
Paraprofessional Training in Prevention and Intervention in Dysfunctional Families.
PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Counselor Training; *Family Counseling; Higher Education; *Paraprofessional Personnel; Psychology; *Undergraduate Students
IDENTIFIERS- *Dysfunctional Family

Family therapy is well-acknowledged as an effective mode of psychotherapy. Clinical and empirical data, intervention techniques, and training and supervision issues appear increasingly in psychological, psychiatric, and social work journals. However except for a few community-psychology reports on the use of indigenous workers, little has been written on the training of paraprofessionals, and specifically undergraduate preparation for family-intervention work is not readily available. An applied-psychology major is one response to the scarcity of professional expertise and accessible resources for the education and continuing education of mental health practitioners and paraprofessionals in rural areas or impoverished urban areas. Undergraduate education and training in family therapy prevention and intervention prepares paraprofessionals to work effectively with families in a variety of mental health settings. It is proposed that four family therapy theoretical models be taught: client-centered, psychodynamic, structural, and strategic. Skills are taught and practiced in improving communication, restructuring, and designing and implementing strategic interventions. Education and training are accomplished through coursework, discussion, role-plays, small group work, and videotaping. Student internships during the final academic quarter provide opportunity to work with actual clients, usually as part of

Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Inservice Teacher Education; *Reading Instruction; Reading Programs; Reading Teachers
IDENTIFIERS- *Arizona; *Reading Recovery Projects

This issue of the Arizona Reading Journal focuses on the theme "reading recovery" and includes the following articles: "Why Is an Inservice Programme for Reading Recovery Teachers Necessary?" (Marie M. Clay); "What Is Reading Recovery?" (Gay Su Pinnell); "Teaching a Hard To Teach Child" (Constance A. Compton); "Reading Recovery in Arizona--A Collaborative Effort" (Pi A. Irwin and Judy Nichols); "Descubriendo la lectura: Promising Practices in Literacy for Language Minority Students" (Olivia Ruiz); "Sensitive Teaching: Respect for Diversity and Faith in Ability" (Kyle D. Shanton); "Parallels in Learning: From A Teacher Leader's Perspective" (Diana Brena and others); "A Principal's Perspective on Reading Recovery" (Kent Davis); "Personal Reflections of Teachers in Training" (Marolyn Haws and Stephanie Tennille); "Observations of First Grade Students' Reading and Writing" (Kathleen McDonough); "A Strategy To Promote Main Idea Comprehension" (Lane Roy Gauthier and John Bishop); "One Moment Can Change the World" (Sigmund A. Boloz); "Humor in the Classroom: Can Teachers Use It with Class?" (Larry Barron); "NCEs, Small n, and Chapter I Assessment" (Ronald S. Carriveau); "Measuring Attitude toward Reading: A New Tool for Teachers (Michael C. McKenna and Dennis J. Kear); "To Tempt A Child" (Sigmund A. Boloz); "First Graders Get 'Running Start' for 21st Century" (Bev Cuthbertson); "From Research to Practice: Issues in Content Reading Using Text To Affect Conceptual Change in Science" (Barbara Guzzetti); "The Dilemma of the Adult Learner" (Karen Mills); "Storyboarding To Make Videos: An Integrated Language Art Activity" (William J. Valmont); and "Environmental Print Strategies" (James F. Christie). Columns in the journal discuss literacy matters in Arizona and give legislative updates. (SR)

ED 345 199 CS 010 911

Opitz, Michael F.
The Cut-Apart: A Strategy That Enables Children To Construct Meaning as Readers of Multiculutural Literature and Bibliographies of Multicultural Books.
PUB DATE- May 92
NOTE- 6p.; Paper presented at the Annual Meeting of the International Reading Association (37th, Orlando, FL, May 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; *Class Activities; Elementary Education; *Multicultural Education; *Reading Instruction
IDENTIFIERS- Reading Uses

This concise document is in two parts. The first part discusses the "cut-apart" (a story that has been cut apart in enough sections so that every person in the class has a part to read), dealing with reasons for using cut-aparts, guidelines for their construction, when to use them, and ways to use them. The second part is a 15-item listing of bibliographies of multicultural books. (SR)

*Poetry; *Reading Aloud to Others; *Student Attitudes; Teacher Role; Teaching Methods; Young Children

Insights from research on young children's concepts and attitudes about poetry can assist teachers as they develop appropriate instructional poetry programs. Research reveals that teachers' choices of poems often do not correlate well with children's choices. Characteristics preferred by children include: themes important to children, humorous content, rhymed verse, sharp sensory images, limericks, and narratives. Characteristics least preferred include: poems with mature or serious themes, unrhymed verse, abstract and symbolic images, haiku, and lyric poetry. Trained evaluators rated poems and chose 26 poems as being the most suited to children's tastes--21 of these poems became the basis for the Daily Oral Reading of Poetry program. Recall activities, sequencing activities, and brainstorming new verses are some of the 12 activities that link poems to reading and writing. Any known verse can form the basis of an 11-step top-down reading lesson. From a review of descriptive literature related to poetry instruction six recommendations emerge, including daily exposure of students to poetry, and oral reading of poetry by teachers at appropriate times. The Daily Oral Reading of Poetry program was structured so that teachers introduced one new poem on a daily basis for four weeks, producing significant gains in children's concepts and attitudes about poetry. The descriptive literature on the teachers's role in poetry instruction reveals one critical fact--a single teacher may leave a longterm impression (positive or negative) on how a child feels about poetry. (An article entitled "Reading, 'Riting, and Rhyme--Give Your Classroom Poetry Time!" is attached.) (RS)

ED 345 219 CS 010 942

Elster, Charles A.
Issues in the Analysis of Emergent Reading.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; *Reading Aloud to Others; *Reading Processes; Reading Research
IDENTIFIERS- Educational Issues; *Emergent Literacy; Project Head Start

To describe the process by which young children accomplish individual emergent readings, it is necessary to move beyond holistic assessments and into micro-analysis. An extension of an existing emergent reading scale to the level of the t-unit (as applied to a transcription of a five-year-old Head Start child's dialogue with an adult) revealed: how a single emergent reading can incorporate a repertoire of dialogue and reading-like behaviors as sequentially arranged segments; how the reader developed momentum as she read; how repeated text segments were the most likely part of a text to be retrieved verbatim; and how, as readings became more narrative, the consistency within the predominant category increased. A second approach to emergent reading is to analyze the relationship between emergent readings and previous adult read-alouds. Adult read-alouds by Head Start teachers and subsequent emergent readings by Head Start children were tape recorded. Results indicated that some children incorporate into their emergent

ED 345 238 CS 213 279

Shatles, Diane
Infusing Peaceful Heroes into the Communication Arts Curriculum.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Bibliographies (131)
DESCRIPTORS- Class Activities; Curriculum Development; Elementary Secondary Education; *English Curriculum; Interdisciplinary Approach; *Peace; Picture Books; Role Models; Whole Language Approach
IDENTIFIERS- *Heroes; Heroines

This four-part paper presents aspects of a curriculum developed to counter the violent image of heroes in the media by presenting children with role models of men and women who are peacemakers. The paper's first section presents an overview and rationale of the program, stating that: (1) it is an infusion curriculum (not requiring additional teaching time) for literature-based, whole language reading programs; (2) it is adaptable for any grade level, and is interdisciplinary and multicultural; and (3) its main objectives include having students expand their definitions of peaceful heroes, write about heroes they have encountered, read about peaceful heroes, and write original hero stories in cooperative groups. The paper's second section presents teaching strategies for the curriculum, while the third section presents news articles featuring modern heroes. The fourth section is a 25-item selected bibliography of picture books depicting characters who possess the qualities of peaceful heroes. Samples of student writing and a semantic web are included. (SR)

ED 345 239 CS 213 282

Ranieri, Paul W.
The Dialectics of Gender: A Move beyond Dichotomies Constraining Growth.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; *Critical Thinking; Educational Practices; Higher Education; *Holistic Approach; Models; *Sex Differences; Theory Practice Relationship; *Thinking Skills

The conceptual starting point for almost all recent gender related theory and research is to identify the characteristics of current educational practice as rooted in a type of thought that is linear, analytical, stage dependent, discursive, and "objective," and that separates thought and language--this is the mode that is typically associated with males. Critics, on the other hand, propose a type of thinking that is holistic, inductive, circular, narrative, and subjective, and that asserts that language and thought are inextricably interrelated--this is the mode that is typically associated with females. The error that is often made is treating analytic and holistic thought as dichotomies. A new model of development for the understanding of metaphor; (2) she offered an organic rather than a mechanistic conceptualization of language; (3) she refuted long-held notions that metaphor is mere ornamentation added to language for effect; and (4) she capitalized on new theories of communication that acknowledged both source and receiver in the creation of meaning. Through comparisons with the contemporary theories of I. A. Richards, Buck's theories can be seen as essentially 20th-century concepts in an embryonic stage of development. An acknowledgement of Buck's contributions should help place current theories of metaphor in the larger context as a conceptual history of metaphor is developed. (Fourteen references are attached.) (Author/RS)

ED 345 257 CS 213 314

Klau, Judith R.
Literature of the Holocaust: The Imagination after Auschwitz. A Course for Juniors and Seniors. A Teacher's Guide.
PUB DATE- 86
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Organization; Cultural Context; Curriculum Guides; High Schools; *Jews; Lesson Plans; *Literature Appreciation; *Twentieth Century Literature; Units of Study
IDENTIFIERS- *Holocaust; *Holocaust Literature

This guide presents a curriculum on the literature of the Holocaust which focuses on the ways in which a particular period in history affected the literature that was created to tell about it. The guide consists of a detailed set of lesson plans for six literary works: a diverse collection of short stories; Elie Wiesel's autobiographical novel, "Night"; Andre Schwarz-Bart's prize-winning novel, "The Last of the Just"; two possible treatments of Anne Frank's diary; Tadeusz Borowski's novel-like collection of short stories, "This Way for the Gas, Ladies and Gentlemen"; and the post-Holocaust work, "Mr. Sammler's Planet" by Saul Bellow. The guide also includes lectures, films, quizzes and writing assignments, introductions and suggestions for the teacher, and supplementary class materials. Two appendixes contain 10 lectures on Germany (1740-1945)--with quiz and text questions--and an article by John Felstiner, "A Biography of a Poem," discussing Paul Celan's poem "Deathfugue." (SR)

ED 345 258 CS 213 316

Balester, Valerie M.
Transforming the Writing Center with Computers.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - General (050),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Networks; Computer Oriented Programs; *Cooperative Learning; Educational Trends; Higher Education; Technological Advancement; Writing Instruction; *Writing

dialectical modes described by Plato and Aristotle, provides a basis for composition teaching. By enlisting the rhetorical insights of these philosophers concerning how people are persuaded, composition teachers may be able to show that academic and expressive writing are matters of style and convention which, in turn, are secondary matters contingent upon audience and questions at issue. (HB)

ED 345 275 CS 213 342

Gruber, Loren C.
Shaping the Portfolio Course: The Uses of Direct Assessment and the Portfolio as a Critical Thinking Tool.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College English; Course Content; Essays; *Freshman Composition; Higher Education; Peer Evaluation; Portfolios (Background Materials); *Student Evaluation; Teacher Student Relationship; *Writing Evaluation
IDENTIFIERS- Northwest Missouri State University

A composition teacher at Northwest Missouri State University completely redesigned the freshman composition course to include writing portfolios while meeting state requirements for direct assessment and allaying departmental fears. A unit on language history and a half-dozen literature selections were dropped in favor of timed, in-class essay writing assignments and analysis, discussion, and thought in peer groups. The teacher answered questions with questions, engaged in Socratic dialogues, and focused on students' thoughts by chalk-board brainstorming. Most students had not experienced the pressure of writing under a 50-minute deadline, and following completion of the timed essays the students and the teacher talked further about the need to develop a succinct thesis paragraph, concrete support for the argument, and a sound conclusion. Whether working on research papers, preparing for the timed essays, or writing about literature, class time was largely a series of workshops. After about a month of writing about literature, revising their essays, and learning they could think through problems, the students overcame their free-floating anxiety to the point of being ready to write the timed essay that would be assessed holistically by another faculty member. Their research papers and essays on literature gave them confidence in their analytical abilities; the first timed essay gave them confidence in their ability to analyze reading material and to develop an argument within 50 minutes' time. In a letter to the portfolio reader, one student noted that she benefited from receiving peer reaction to her work and learned to think more critically when reading and writing. (The student's letter is attached.) (RS)

ED 345 276 CS 213 343

Hughes, Gail F.; Martin, Gerald R.
The Relationship between Instructional Writing Experience and the Quality of Student Writing: Results from a Longitudinal Study in the Minnesota Community College System.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American

*Writing Assignments
IDENTIFIERS- *Collaborative Writing

Collaborative work fits the cognitive learning style of most college students, and provides opportunities for students to learn how to become responsible and valuable members of groups. A collaborative research paper was used in an undergraduate survey course called Introduction to Drama. In groups of four, students wrote a paper discussing a play from the class reading list in terms of how they would produce that play. The assignment met the important criteria for effective group learning: (1) the duration was long enough (4 weeks) for effective group cohesion to occur; (2) there was time for leadership to emerge and negotiations of authority; (3) different types of tasks were involved; (4) groups could build upon individual expertise; and (5) students evaluated themselves as well as other group members, and these evaluations were used in determining grades. Student response was overwhelmingly positive. The assignment was successful because it gave students the opportunity to work together toward a common goal and learn from each other. This approach provides an alternative to the typical research paper written in isolation. (An appendix contains a handout with instructions for the collaborative term paper assignment.) (SR)

ED 345 295 CS 213 377

Treurniet, William
Neural Network Classifier Architectures for Phoneme Recognition.
CRC Technical Note No. CRC-TN-92-001.
PUB DATE- 26 Mar 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classification; Communication Research; Foreign Countries; *Phonemes; *Speech
IDENTIFIERS- *Network Architecture; Neural Transmission

A study applied artificial neural networks, trained with the back-propagation learning algorithm, to modelling phonemes extracted from the DARPA TIMIT multi-speaker, continuous speech data base. A number of proposed network architectures were applied to the phoneme classification task, ranging from the simple feedforward multilayer network to more complex modular architectures which attempt to assign classifier modules to different regions of the input space. Results showed that, in general, modular architectures that attempt to identify regions of input space could not perform any better than a single network trained to handle the whole input space. Two network structures learned to classify to some degree the total phoneme space: a single multilayer network, and a novel architecture trained to discriminate among 38 classes and employing a number of TDNN modules to map the input space to a different representation of reduced dimensionality which was used by a multilayer network to discriminate among the classes. This new representation enabled improved recognition of silence intervals, and performed almost as well as the simple multilayer network classifier at recognizing tokens from the other classes. Because of their similar abilities to identify phoneme tokens, the choice of network to use depends on other factors. (Seven figures and 12 tables of data are included; 36 references are attached.) (Author/SR)

ED 345 296 CS 213 380

whether they learn language through TV viewing. Unstructured interviews were conducted with eight Chinese immigrant children and seven of their mothers. The children ranged in age from 5 to 10 years, included 3 boys and 5 girls, and their period of stay in the United States ranged from 7 months to 6 years and 4 months. Their command of English varied widely. Findings showed that the immigrant children liked to watch TV, mostly watched TV alone, and liked cartoons; that their mothers wanted their children to learn English through TV; and that the children believed that they learned English, to some extent, through TV viewing, while mothers strongly believed so. Findings suggest that these immigrant children do not watch television specifically for language learning, but that their mothers expect TV to strongly affect their children's language acquisition. (Fourteen references are attached.) (SR)

ED 345 313 CS 507 823

Brandt, Richard; And Others
The Development of the Listening Practices Feedback Report.
PUB DATE- Mar 92
NOTE- 23p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 4-8, 1992). For related documents, see CS 507 824-825.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; *Feedback; *Interpersonal Communication; *Listening Habits; *Listening Skills; Models; *Organizational Communication; Professional Training
IDENTIFIERS- Communication Behavior; Listening Research

A study examined the development of the Listening Practices Feedback Report (LPFR). Subjects, 189 individuals from 17 companies, completed a questionnaire in which they listed the names of associates who were good or poor listeners and listed five criteria used to determine their selections. These criteria were used to generate items for the LPFR. Of the 1500 names of good or poor listeners generated by the questionnaire, 43 good listeners and 66 poor listeners were identified as such by 3 or more colleagues. LPFRs were sent to 6 associates of each listener and were returned by 2 or more associates for 30 good listeners and 37 poor listeners. Results indicated that only two practices did not distinguish good from poor listeners in the averaged perceptions of their associates: "Does this individual anticipate where the discussion is going?" and "Does this person ask the speaker to speak louder or clearer when the situation calls for it?" Items were then reworded to create two forms of the questionnaire which are used preceding the LPFR training program--one worded in terms of the respondent's listening habits and one worded in terms of an associate's listening habits. A distinct feedback form was developed for use in the training program. Findings suggest that the LPFR is a useful instrument for use in the assessment of the listening climate within organizations, as well as to provide feedback regarding the perceptions people have of the listening behaviors of individuals. (Four tables of data are included; 30 references are attached.) (RS)

ED 345 314 CS 507 824

Emmert, Philip; And Others
An Examination of the Dimensional Structure of the Listening Practices Feedback Report.

DESCRIPTORS- *Administrator Role; *Administrator Selection; Boards of Education; *College School Cooperation; Elementary Secondary Education; Employment Interviews; Higher Education; *Models; *Principals; Superintendents

The 1980s produced numerous reports regarding the principal's increased responsibility and critical role in both school effectiveness and school improvement. As the principal's responsibility has increased, so has pressure on school boards and superintendents to make appropriate appointments when principal vacancies occur. This paper seeks a better alternative to the identification and selection procedures (especially the typical "good-ole-boys" network) common in today's school systems. Changing current identification and selection procedures will require cooperation between local school districts and university personnel. The model described herein is the result of cooperation between a local school district and a university department of educational administration. The model, illustrated in a flowchart, involves developing a specific procedure for ensuring a credible selection process, preparing adequate job descriptions, advertising appropriately, developing an instrument to assess applicants' philosophical foundations, structuring the employment interview, using assessment center data, and checking references. (45 references) (MLH)

ED 345 335 EA 023 876

Meeting the Challenge: K-12 Public Education in Colorado, 1992.
PUB DATE- Jan 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Accountability; Change Strategies; *Demography; Educational Finance; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Enrollment Trends; *Public Education; Public Support; *School Restructuring; Standards; *State Boards of Education; Student Welfare; Youth Problems
IDENTIFIERS- *Colorado

Colorado schools are undergoing a major transformation. Local communities are organizing around their schools and developing action plans to reach the state's educational goals. The 1992 report on K-12 education contains information about Colorado's efforts to implement four strategies: educational accountability; high expectations and standards for student performance; teacher preparation and renewal; and community support for restructuring. Three critical challenges include transforming teaching and learning to enable all students to reach their full potential, providing quality instruction, and acknowledging diversity while ensuring equal opportunity, respect, and the fullest use of Colorado's human resources. Section 2 describes the state's accountability progress and plans, new initiatives (such as Colorado 2000, Challenger Schools, and Charter Schools), new legislation, and major state board actions. Section 3 summarizes Colorado students' performance as measured by standardized tests, unadjusted graduation rates, and other indicators. Section 4 documents declining public support for education since the mid-1980s, and section 5 provides a demographic profile of Colorado students. Section 6 profiles educational personnel, and section 8 covers enrollment figures, student-teacher ratios, state educational programs, and public school finance. Boards of Cooperative

In his America 2000 Education Strategy, President Bush proposed the establishment of a new generation of public schools--charter schools--as part of a long-term plan to achieve the six national education goals. As envisioned by the president, states will contract directly with "America 2000 Communities," conceived in the strategy as any group of people who can demonstrate a commitment to operate a school. Charter schools also have emerged on state policy agendas, and the nation's first charter school, a Montessori school in rural Minnesota, has been approved. In contrast, England's charter schools, known as grant-maintained schools, already have some history; so far 219 schools at all levels have opted out of the local authority since 1988. This paper highlights what has been learned about charter schools from England's experience over the past 3 years. Offered first is an overview of the charter school concept and how charter schools work in practice. Provided are specific lessons for policy makers and practitioners about strategies for success (i.e. conditions and types of support that are needed) and about some of the challenges that face charter schools in the 1990s. (13 endnotes) (RR)

ED 345 355 EA 023 942

Hallinger, Philip; And Others
Conceptualizing School Restructuring: Principals' and Teachers' Perceptions.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Participative Decision Making; *Principals; School Based Management; *School Restructuring; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Participation

Findings from a study that explored teachers' and principals' views on restructuring are presented in this paper. Methodology involved interviews conducted with 14 elementary, middle, and high school teachers and with 15 public school principals in New York, Illinois, and Tennessee. Three issues that will affect the future directions of restructuring were identified: (1) a lack of connection between changes in school governance structures and changes in teaching and learning; (2) differences between teachers and principals about the nature of teacher participation in school decision making; and (3) the lack of a link between decision making and accountability. A conclusion is that the success of formalized procedures for sharing authority is unlikely without trust. Although differences existed between teachers' and principals' views about restructuring, a more fundamental discrepancy existed between the perspectives of practitioners and policymakers. (29 references) (LMI)

ED 345 356 EA 023 943

Wenning, Richard J.
The Characteristics of Discriminatory Ability Grouping and Evidence of Its Extent.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American

Berlin, Donna F.; White, Arthur L.
Action Research As a Solution to the Problem of Knowledge Utilization.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Cooperative Programs; *Educational Innovation; Educational Research; *Educational Technology; Elementary Secondary Education; *Teacher Role; *Theory Practice Relationship
IDENTIFIERS- *Knowledge Utilization; Ohio State University Newark; Teacher Researcher Cooperation; *Teacher Researchers

Recent reform documents have identified practitioners' lack of awareness and implementation of exemplary, innovative practices, and major national associations have noted the ongoing gap between research and practice. The literature supports collaborative action research and teacher researchers as methods to expand the base of educational research and educational knowledge. Following an extensive literature review, this paper describes the Academic Challenge Program (ACP) at the Ohio State University at Newark in a 6-year program funded by the state of Ohio Board of Regents. ACP focuses on action research designed to facilitate the collaborative, systematic development of research-based, innovative educational practices. The program aims to encourage and support professional development of teachers, encourage use of research to improve classroom practice, and develop and disseminate effective and innovative materials that have been classroom-tested through action research. The program's three interrelated phases are pedagogical awareness; research, development, and evaluation; and classroom application. The 1988-89 ACP program involved 19 elementary and middle school teachers selected through an application and recommendation process. The innovative activities developed involved art, mathematics, reading, science, social studies, and writing and featured deliberate integration of technology (calculators, computers, overhead projectors, and video) into the teaching and learning process. Data analysis based on teacher attitude and perceptual scales suggests that participants made significant growth toward the ideal as perceived by program staff. (53 references) (MLH)

ED 345 376 EA 023 973

Cohn, Kathleen C.; Sweeney, R. Carol
Principal Mentoring Programs: Are School Districts Providing the Leadership?
PUB DATE- 22 Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; *Collegiality; Elementary Secondary Education; *Leadership Training; *Mentors; *Principals; School Districts; *Staff Orientation

in alleviating some of these problems. Aspects of relationships with teachers that are negative (such as gifted students' independence of adult structure) and positive (such as possible mentoring) are discussed, with grouping of gifted students proposed as a way to improve relationships. A section on relationships with parents considers unrealistic expectations, effects of labeling, and problems with non-gifted siblings. Parents are encouraged to avoid perfectionist attitudes, keep lines of communication open, and treat all their children with equality. (DB)

ED 345 395 EC 301 154

Sayler, Micheal F.
Early College Entrance for Gifted High-School Students: Experiences and Guidelines.
PUB DATE- 14 Apr 92
NOTE- 6p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (Baltimore, MD, April 14, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Admission; College Bound Students; Colleges; College Students; *Decision Making; *Early Admission; *Gifted; Higher Education; High Schools; Universities

This paper on early college entrance for gifted high-school students considers the advantages of early college entrance, the willingness of colleges and universities to accept early entrants, special programs developed to assist early entrants, and potential difficulties with early entrance. Guidelines are presented for maximizing the chances of success for students considering early entrance to college. These guidelines include such suggestions as having the student attend a college-sponsored academic summer program, avoid excessive publicity about the early entrance decision, develop good personal organizational skills, and evaluate the advantages and disadvantages of commuting versus living on campus. The paper concludes that early entrance to college has been a successful experience for many students for many years. (12 references) (JDD)

ED 345 396 EC 301 155

Johnson, Pamela J.; And Others
Word-Finding Ability in Preschool Stuttering and Nonstuttering Children.
PUB DATE- 22 Nov 91
NOTE- 21p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Atlanta, GA, November 22-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Expressive Language; *Language Fluency; Language Skills; Language Tests; Preschool Children; Preschool Education; Speech Skills; *Stuttering
IDENTIFIERS- *Word Finding Problems

This study examined word-finding ability, measured by accuracy and latency of response, in a group of eight preschool stutterers (mean age 4.2 years) and two groups of eight nonstutterers (mean age 4.4 years) matched according to age, gender, race, and receptive vocabulary. Results indicated that, reading, and evaluating attitude changes. (Seven references) (DB)

ED 345 416   EC 301 177

Gifted Children and Adolescents--Research and Education in Europe. Secretariat Report on the Educational Research Workshop (Nijmegan, The Netherlands, July 23-26, 1991).
PUB DATE- 13 Sep 91
NOTE- 27p.; For a related document, see EC 301 178.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acceleration (Education); Comparative Education; Educational Environment; *Educational Needs; Elementary Secondary Education; Females; Foreign Countries; *Gifted; Individual Differences; Instructional Development; Mainstreaming; Needs Assessment; Research Needs; Special Classes; *Talent; Teacher Education; Workshops
IDENTIFIERS- *Europe

This paper summarizes the proceedings of a 1991 meeting of the Council for Cultural Cooperation's Educational Research Workshop on gifted children and adolescents. Introductory material briefly summarizes the nature of the meeting, aims of the workshop, and opening addresses (by the Rector of the University of Nijmegan (The Netherlands), the Dean of the Faculty of Social Sciences, the Chairman of the Workshop, and a representative of the Council of Europe). Then, the seven commissioned papers are listed as are reports from the following nations: Austria, Bulgaria, Czechoslovakia, Denmark, Finland, France, Germany, Malta, Rumania, Spain, Switzerland, Turkey, United Kingdom, the Soviet Union, and Yugoslavia. Ten recommendations of the meeting are given. These addressed: the importance of individual differences, the special problems of gifted females, provisions within the regular school system, instructional development, teacher training, acceleration, special classes, research needs, and parents' asociations. Appendixes list the participants, and present the reports of the three discussion groups. (DB)

ED 345 417   EC 301 178

Van Boxtel, Herman
Gifted Children and Adolescents--Research and Education in Europe. Final Report by the General Rapporteur on the Educational Research Workshop (Nijmegan, The Netherlands, July 23-26, 1991).
PUB DATE- 10 Oct 91
NOTE- 15p.; For a related document, see EC 301 177.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acceleration (Education); Comparative Education; Educational Environment; *Educational Needs; Elementary Secondary Education; Females; Foreign Countries; *Gifted; Individual Differences; Instructional Development; Mainstreaming; Needs Assessment; Research Needs; Special Classes; *Talent; Teacher Education; Workshops
IDENTIFIERS- *Europe

This final report summarizes results of a 1991 conference of an Educational Research Workshop on gifted children and adolescents held by the Council of Cultural Cooperation. The report identifies major points from the keynote papers and then summarizes the discussions of the working groups. The contents

This directory of selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services (OSERS) includes project grants in the following program categories administered by the Office of Special Education Programs: the Division of Innovation and Development (DID), the Division of Personnel Preparation (DPP), and Early Education Program for Children with Disabilities (EEPCD). The EEPCD projects described include demonstration projects, information management projects, inservice training projects, outreach projects, research and experimental projects, research institutes, and the Technical Assistance Center. DID contracts and grants include field-initiated grants, initial career award grant, the Policy Research Institute, research contract, research grants, small grants, state agency/federal evaluation studies grant, and student-initiated grants. The DPP grants fall into the following categories: infant/toddler personnel, leadership, low-incidence disabilities, minority institutions, related services, rural special projects, special educators, special populations, special projects, and state education agencies. An introduction provides an overview of OSERS-sponsored early childhood programs and a discussion of the implications of the Individuals with Disabilities Education Act (IDEA) for federal and state efforts in planning and implementing early childhood special education and related services. The Directory section provides a state-by-state listing of the projects, a list of state personnel administering the Preschool Grants Programs (Part B--Section 619 of IDEA) and the Program for Infants and Toddlers with Disabilities (Part H of IDEA), and a list of chairs of the state Interagency Coordinating Councils. The Project Abstracts section provides a half-page abstract for each project. Project abstracts are organized according to program category and project subcategory and, within subcategory, by state. Abstracts include project title and grant number, director or principal investigator, telephone number, funding period, fiscal agency with city/state location, competition category, and project description. Indexes provide access to the project abstracts by program category and by state. (JDD)

ED 345 437   EC 301 198

Child Health USA '91.
PUB DATE- Nov 91
NOTE- 113p.; Photographs will not reproduce.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Health; Children; Demography; Health Needs; *Health Services; *Individual Characteristics; Infants; *Physical Health
IDENTIFIERS- Service Utilization

This booklet summarizes recent information on the current health status and service needs of America's children. The booklet is intended to present sentinel health measures in a readily accessible and readable format to illustrate what has been accomplished for children and to identify what challenges remain. The booklet's four sections cover: general population data (population of children, children in poverty, family composition, working mothers, child care, and school dropouts); data for selected health status measures such as mortality, hospitalization, child abuse, and teenage sexuality, organized by developmental stages (infancy, childhood, and adolescence); information on health services utilization, such as health care leading to academic and job skill competencies needed for a technically advanced society. In order to make vocational education useful in preparing a world-class work force, it must become part of an occupational readiness system. Such a system would consider the following: needs of workers and employers; full participation of all citizens, even those who have not traditionally participated in the work force; accountability for outcomes produced and ongoing monitoring and evaluation; overcoming barriers to employment; coordination of resources among government, employers, community-based organizations, and labor; and long-range goals of creating a world-class work force. (11 references) (KC)

ED 344 989 CE 060 950

Creticos, Peter A.; Sheets, Robert G.
Evaluating State-Financed, Workplace-Based Retraining Programs: A Report on the Feasibility of a Business Screening and Performance Outcome Evaluation System. Research Report No. 89-08.
PUB DATE- May 90
NOTE- 92p.; For related case studies, see CE 060 951.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; Case Studies; *Evaluation Criteria; Evaluation Methods; *Institutional Cooperation; *On the Job Training; Performance Factors; Postsecondary Education; Program Evaluation; *Retraining; State Aid; *State Programs
IDENTIFIERS- California; Illinois; Missouri; New York

The first objective of a two-phase project was to clarify the policy rationale and intervention model for state-financed workplace-based retraining programs in terms of their two objectives of retaining jobs and preventing unemployment. The second objective was to develop: (1) an evaluation system for these programs that was composed of business screening guidelines for targeting investment and minimizing substitution effects; and (2) a performance outcome system for measuring program outcomes that are necessary to achieve these two program objectives. In phase one, the project reviewed California's Employment Training Panel and Illinois' Prairie State 2000 Authority and determined that a successful training project should result in these performance outcomes: training objectives, work unit performance, company performance, and trainee earnings. Based on this intervention model, the first phase of the project also developed business screening guidelines that would maximize the effects of training projects on program objectives and minimize substitution problems. The second phase of the study evaluated the feasibility of implementing the evaluation model in four state-financed, workplace-based retraining programs and examined 24 case studies from California, Illinois, Missouri, and New York. The project showed the feasibility of a state evaluation system and made recommendations for a 3-year implementation plan. (Appendices include the following: (1) descriptions of the four state programs; (2) sampling design and methodology; (3) impact evaluation of retraining programs; and (4) 15 references.) (KC)

ED 344 990 CE 060 951

Creticos, Peter A.; Sheets, Robert G.
Evaluating State-Financed, Workplace-Based Retraining Programs: Case Studies of Retraining Projects. Research Report No. 91-05.
PUB DATE- Apr 92

education, welfare, vocational-technical schools and comprehensive high schools, higher education, and the Job Training Partnership Act and the Private Industry Councils. (Six appendices are included: women in selected traditional and nontraditional jobs; average hourly earnings for selected occupations in Connecticut; vocational enrollments--programs by gender (1988-89); recent federal legislation affecting nontraditional opportunities for women; Connecticut's requirements for sex-bias elimination in programs funded through federal vocational education grants; and Gender Equity grants, 1991-1994, 1989-1991; and a summary of 16 gender equity publications. Twelve footnotes and a list of Non-Traditional Occupations Ad Hoc Task Force Members are also included.) (NLA)

ED 345 008 CE 061 017

Cook, Sherry; Nicolls, Beryl, Ed.
Speaking Up for Yourself (Self-Advocacy). How To Plan and Run Courses That Really Help.
PUB DATE- Oct 89
NOTE- 73p.; Funded by Calouste Gulbenkian Foundation, Charities Aid Foundation, Baring Foundation, Spastics Society--North East Region and REPLAN--Northern Council on Further Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Advocacy; Course Descriptions; Course Evaluation; *Educational Planning; Experiential Learning; Foreign Countries; Participation; *Physical Disabilities; Program Administration; Program Implementation; Program Improvement; Publicity; Scheduling; *Small Group Instruction; Speech Skills
IDENTIFIERS- Great Britain

This guide is part of a package developed for people with disabilities and professionals wishing to conduct advocacy courses by Skills for People, a British advocacy group. The guide contains 13 sections: (1) why this guide was written; (2) how to use this guide; (3) how to have good meetings; (4) checklist for genuine involvement; (5) checklist of things to decide and do when planning a course; (6) getting started--the planning team; (7) planning the course in detail; (8) program matters; (9) administrative matters; (10) calendar of when things need to be done; (11) running the course; (12) looking back and looking ahead--evaluation; and (13) follow on--how to build on this experience. Twelve appendices are included: (1) "Eighteen Steps to a Better Meeting," (Doyle, Straus); (2) venues; (3) working together in small groups; (4) possible topics for the course; (5) presentations; (6) learning by doing; (7) tips to help the individual speak for him- or herself; (8) sample of brief course outline; (9) sample of detailed course outline; (10) blank detailed outline form; (11) sample of publicity leaflet/registration form; and (12) some "bad" things that might happen if the course is good. (NLA)

ED 345 009 CE 061 018

Delivering Transition Skills to Special Populations across the Curriculum. General Handbook.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jul 91
NOTE- 2,545p.
LANGUAGE- English
EDRS Price- EDRS Price - MF23/PC102 Plus Postage.

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Business Administration; Craft Workers; Economic Opportunities; *Entrepreneurship; *Females; *Handicrafts; Home Economics; Publicity; Public Relations; Rural Education; *Rural Population; *Self Employment; *Small Businesses; Technical Assistance; Womens Education; Workshops
IDENTIFIERS- Kentucky (East)

A project was created to provide individualized and technical training specially designed for women who desired to become small business owners. Recruitment of eastern Kentucky women in the Hazard Community College five-county service area was done through direct mailing; posting of flyers; and newspaper, radio, and television publicity. In November 1986, 14 women attended a workshop that offered an orientation in the basics of entrepreneurship. Beginning in January 1987, a core of workshops was scheduled and held in each county involved. Orientation workshops were followed by workshops in basic accounting and recordkeeping, writing a business plan, marketing, word processing, making the small business computer decision, running a business at home, and burnout. Individual sessions throughout 1986-87 provided training and technical assistance focusing on individual business problems. Policies were established to provide incubator space for new business start-up. A viable network of eastern Kentucky business women was established. These women assisted in workshops and offered their active participation for future functions. Recommendations were for establishment of a crafts guild and marketing of eastern Kentucky crafts and for advanced training in marketing, management, and leadership skills. (Flyers and publicity materials are attached.) (YLB)

ED 345 027 CE 061 111

Hall, Mary Ann
A Survey of the Training Needs for the Metal Casting Industry's Electrical Skilled Trades.
PUB DATE- Aug 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Background; Educational Needs; *Electrical Occupations; Financial Support; *Job Training; Marketing; *Metal Working; *Needs Assessment; Occupational Information; *Occupational Surveys; *Skilled Workers; Training Methods; Training Objectives

Additional training needs desired by the electrical skilled personnel of the metal casting industry were the focus of a study. A questionnaire was distributed to electricians and electrical engineers employed in 39 foundries in over 20 states. Of the 150 surveys, 63 responded for a 42 percent return. The questionnaire was divided into three sections: education, plant information, and marketing information. Education and training needs were identified by answering three questions: What are the present strengths and weaknesses of the metal casting industry? What are the rank-ordered training needs for the electrical skilled workers? and What type of training sessions would be of most value to the electrical maintenance departments? Findings were as follows: (1) educational level was an important work force strength; (2) perceived lack of training budget was an industry weakness; (3)

National Career Information Resources. (NLA)

ED 345 046 CE 061 139

Pennsylvania Council on Vocational Education 22nd Annual Report.
PUB DATE- 91
NOTE- 50p.; For the 21st Annual Report, see ED 333 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Demonstration Programs; Educational Finance; Educational Legislation; *Educational Trends; Enrollment; Federal Legislation; Integrated Curriculum; Job Placement; Job Training; Postsecondary Education; Public Policy; Secondary Education; Special Needs Students; *State Agencies; State Aid; State Government; State Legislation; State Programs; *Statewide Planning; *Vocational Education; Vocational Followup
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Job Training Partnership Act 1982; Pennsylvania; *Pennsylvania Council on Vocational Education

This annual report describes activities and accomplishments of the Pennsylvania Council on Vocational Education (PACVE). It begins with letters from the: Chair of PACVE, Governor, Secretary of Education, Commissioner of Elementary and Secondary Education, and Director of the Bureau of Vocational-Technical Education. Other contents include listings of PACVE responsibilities and activities and recommendations to the State Board of Education, including expansion of assessments of secondary vocational-technical education students; increased support for adult vocational education programs; review of need for postsecondary technical education programs; strengthening the vocational personnel development system; and coordination of state administration activities. Four major issues addressed by PACVE are identified: implementation of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, development of the State Plan for Vocational-Technical Education, integration of academic and vocational education curricula, and curriculum regulations for academic and vocational education. Highlights of new and innovative vocational education programs are provided. A statistical review of the status of vocational education in Pennsylvania includes tables and figures that provide data on vocational student enrollments, special populations, placement of completers, and earnings of employed graduates. Information is also presented on the Governor's Special Grant for Education (8% Funds) of the Job Training Partnership Act. (YLB)

ED 345 047 CE 061 141

Ettinger, Judith M., Ed.
Improved Career Decision Making in a Changing World. Integrating Occupational Information and Guidance. Participant's Resource Guide and Training Manual.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 91
NOTE- 1,064p.
LANGUAGE- English
EDRS Price- EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Education; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for meat processing occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 18 units: general safety precautions; sanitation; meat processing industry; livestock purchasing; slaughtering; carcass grading; wholesale cutting; retail beef cutting; retail pork cutting; retail veal and beef-calf cutting; retail lamb and mutton cutting; miscellaneous meat merchandising; tools and equipment; customer service; marketing; product handling; business management; and employability skills. (NLA)

ED 345 065 CE 061 159

Nurse Aide. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jan 91
NOTE- 32p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cardiopulmonary Resuscitation; Communicable Diseases; Competence; *Competency Based Education; Employment Potential; First Aid; *Home Health Aides; Job Analysis; Job Skills; Legal Responsibility; *Nurses Aides; Occupational Safety and Health; Older Adults; Postsecondary Education; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for nurses' aides. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter this occupation. The occupational, academic, and employability skills for this occupation are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Production; Allied Health Occupations Education; Animal Caretakers; Auto Body Repairers; Auto Mechanics; Business Administration; Business Education; Carpentry; Commercial Art; *Competency Based Education; Cosmetology; Dental Assistants; Drafting; Early Childhood Education; Electricians; Electronics; Entrepreneurship; Food; Horticulture; Interior Design; *Job Skills; Laundry Drycleaning Occupations; Maintenance; Marketing; Needle Trades; *Occupational Home Economics; *Office Occupations Education; Postsecondary Education; Profiles; Secondary Education; Secretaries; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This index contains the unit titles from all 60 Ohio's Competency Analysis Profile (OCAP) lists. It is intended to facilitate the combination of units from different OCAPs in order to develop curricula that meet specific program needs (e.g., learner differences, labor market demands, and technological developments). OCAP titles are as follows: accounting; administrative/secretarial services; agricultural business feed and grain worker; agricultural/industrial mechanical technician; agricultural production; agricultural products sales and service worker; animal management technician; auto collision technician; auto mechanics; beef and sheep producer; building and property maintenance; business administration and management; business information systems; carpentry; clothing and interiors, production and services; commercial art; cosmetology; crop producer; dairy producer; dental assistant; diesel mechanics; diversified health occupations; drafting; early childhood education and care; electrical trades; electronics; entertainment marketing; entrepreneurship; fertilizer/chemical sales and service worker; floriculture and greenhouse worker; food production, management and services; forest industry worker; general marketing; grads; graphic communications: commercial photography; graphic communications: graphic arts; heating, ventilation, air conditioning, and refrigeration; horticulture; hospitality and facility care services; individual and family support services; industrial maintenance; law enforcement; machine trades; masonry; meat processor; medical assistant; middle school home economics; nurse aide; nursery and garden center worker; occupational work adjustment; poultry producer; power equipment technology; practical nursing; resource conservation; swine producer; travel and tourism marketing; turf and landscape worker; welding; and work and family life. (YLB)

ED 345 083 CE 061 178

Geeslin, Robert H.
Teaching Reading in ABE: Materials and Sources. Teacher Training Reading Syllabus. Monograph Two.
SPONS. AGENCY- Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE- 71
NOTE- 94p.; Document contains some light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Annotated Bibliographies; Illiteracy; Instructional Materials; *Literacy Education; Literature Reviews; *Reading Instruction; *Reading

This report sets out to establish the need for and to define a type of adult education for the socialization of adults. It arises from the meeting of a steering group responsible for the "Adult Education and Social Change" project, which studied educational practices relating to the long-term unemployed and older people. The key points listed epitomize the steering group's approach and define "a socializing type of adult education." Aimed at those with responsibility for social policy within Member States of the Council of Europe, Part I states the case for an autonomous system of adult education. It summarizes the philosophy underlying this education as observed during study visits and indicates responses adult education has to offer to the social challenges of the present time. Finally, this section proposes an outline for political action designed to systematize this type of education and provide it with institutional, financial, structural, methodological, and other forms of autonomy. Part II outlines, in the light of the topic groups' field observations, some forms that such education might take and the successful practices that might serve as relevant guidelines. Topics include the following: target populations; education made to measure; managing and organizing a flexible education system; strategic guidelines; an open education; learner-centered action; a holistic approach to education; adapting resources to adult education; giving a central role to evaluation; and professionalizing adult educators. (YLB)

ED 345 102 CE 061 223

Zimmerman, Margot; And Others
Developing Health and Family Planning Print Materials for Low-Literate Audiences: A Guide.
PUB DATE- 89
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Audience Analysis; Developing Nations; *Family Planning; Females; Foreign Countries; Health Activities; *Health Education; *Health Materials; Health Promotion; *Instructional Materials; Literacy Education; *Material Development; Oral Rehydration Therapy

This manual offers guidelines for developing health and family planning support materials for illiterate and low-literate groups. The techniques used rely heavily on involvement of the target audience. Following the introduction, each of the nine sections of the guide discusses a separate step in the materials development process: (1) "target audiences" explains how to profile audiences and determine their specific needs; (2) "project planning" offers tips on formulating work plans to allocate time and financial resources; (3) "audience research" describes methods to derive information from the target audience to assess and understand its needs and concerns; (4) "message development" details the process of using data from focus group discussions and other audience research to develop messages and communicate them pictorially in a clear, sequential manner; (5) "guidelines for materials production" provides tips for preparing materials for low-literate groups; (6) "pretesting and revision" explains ways to ensure that the intended messages are conveyed and that the materials are acceptable to the target audience; (7) "printing" raises issues to consider during the production stage of the materials cultural differences between America and China which would make it difficult for the Harvard model to be directly transplanted to Chinese universities. To help with such a process, Chinese counselors must first develop extensive outreach programs to educate students about the relationship between one's mental well-being and his intellectual functioning. Next, the Chinese counselor should respect the individuality of the student, and attempt to establish a genuine relationship with the student. The Chinese counselor should organize groups and workshops on issues of common concerns to students, and should set up short training programs for well-qualified counselors. Finally, a regular supervision system should be instituted. (LLL)

ED 345 120 CG 024 185

Siemens, Karen Joy
Factors Affecting Marital Adjustment during the Transition to Parenthood: A Review of the Relevant Literature, 1983-1990.
PUB DATE- May 92
NOTE- 34p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adjustment (to Environment); Birth; Interpersonal Relationship; *Marital Instability; *Marital Satisfaction; Parent Role; Parents; Pregnancy; Research Needs; Role Conflict; *Spouses

The belief that the birth of a first child has an effect on the parents' relationship is accepted in the literature, as well as in society at large. This study reviewed the research that explores the relationship between the transition to parenthood and marital adjustment during the transition. Most of the studies reviewed suffer to some degree from methodological weaknesses. The most common weaknesses include: use of self-report measures; use of measures with questionable reliability and validity; attrition in longitudinal studies; sampling bias; and lack of a control group. Marital satisfaction has been shown to decrease during the transition to parenthood, even though there is a decreased likelihood of divorce for new parents. Several researchers have found that one of the best predictors of marital satisfaction after the birth of a child is the level of satisfaction before and during pregnancy. The following conclusions are supported by the body of literature concerning marital satisfaction: (1) marital intimacy tends to decrease in varying degrees, depending at least in part upon the direction it was going prenatally: (2) role changes are best handled when they are discussed and anticipated; and (3) postpartum depression may exacerbate, and/or be worsened by the tensions within the marriage. Since marriages are affected by the birth of the first child, it is important that attention be given to therapy approaches for both prevention and intervention. (LLL)

ED 345 121 CG 024 186

Haffey, Daniel Lee
Moral Development: A Critical Review of Research on Kohlbergian Stage Theory.
PUB DATE- Aug 91
NOTE- 95p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Developmental Psychology; Developmental Stages;

for the victim in stranger than acquaintance rape. While empathy for the assailant was greatest when the victim used an indirect/unilateral strategy in acquaintance rape, empathy for the assailant in stranger rape was greater when the victim used a direct/bilateral strategy. (ABL)

ED 345 140 CG 024 207

The Maryland Youth Suicide Prevention School Program.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Intervention; *Prevention; Program Development; Program Implementation; School Activities; *Suicide
IDENTIFIERS- Maryland; *Postvention

The Maryland State Department of Education developed this framework for a suicide prevention program. The program framework addresses the following goals: (1) increase awareness among school personnel and community awareness among school personnel and community leaders of the incidence of teenage suicide; (2) train school personnel in individual and schoolwide strategies for teen suicide awareness/prevention; (3) develop and implement school-based preventive programs and pilot programs; and (4) facilitate cooperative agency efforts to utilize community resources in the development and implementation of teenage suicide prevention programs. The framework reflects the three components of a youth suicide prevention school program: prevention, intervention, and postvention. The phases are designed to be implemented sequentially, with regular formative evaluation and staff development. This framework was designed to help local education agencies evaluate the comprehensiveness of existing youth suicide prevention programs or as a guide in establishing a youth suicide prevention school program. (A sample timeline for implementation is provided. Speakers' bureaus, bibliographies, hotlines, advocacy/support organizations, youth suicide prevention programs, and treatment facilities are listed.) (LLL)

ED 345 141 CG 024 208

Helge, Doris
Child Sexual Abuse in America--A Call for School & Community Action. A Report of a National Study.
PUB DATE- Mar 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; National Surveys; Prevention; Program Design; Program Evaluation; School Activities; *School Counseling; Secondary School Students; *Sexual Abuse; Staff Development

The rate of sexual abuse of children and adults in our society is appalling, and growing rapidly. This study was designed to determine trends in child sexual abuse prevention and treatment services offered by school districts across America. The questionnaire was designed to allow comparisons of urban, rural, and suburban school district programs (N=211), and to determine gaps in services. In spite of the fact that one in

PUB DATE- Jan 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; At Risk Persons; *Health Education; Out of School Youth; *Prevention; State Legislation; *State Programs
IDENTIFIERS- *New York

Acquired Immune Deficiency Syndrome (AIDS) is a potent and a present danger for teenagers, casting a dark shadow over their lives now and in the future. A small, but significant, number of teenagers will develop Human Immune Virus (HIV)-related illness before they turn 20; a far greater number will become infected with the virus during adolescence. More importantly many teenagers will adopt patterns of sexual behavior and drug use that will continue to put them at risk for HIV throughout their adult lives. To protect youth the need for effective HIV prevention education must be addressed. Successful prevention programs and needed clinical care will require financing. Even in this time of fiscal austerity the provision of funds to create and maintain such interventions cannot be foregone. (Ten recommendations for the State of New York are listed. Among them are: (1) a requirement that every school provide explicit and culturally and developmentally appropriate education on HIV; (2) all programs that serve adolescents disconnected from schools must provide HIV prevention education; (3) community-based comprehensive programs for those adolescents whose behaviors place them at highest risk of acquiring HIV infection and for those already infected should be established; and (4) a private/public partnership to develop and conduct a sustained, consistent HIV prevention education campaign targeting teenagers should be initiated by the Governor.) (ABL)

ED 345 161   CG 024 228

Bayer, Darryl Lee
Client-Centered Employee Assistance Services.
PUB DATE- 91
NOTE- 38p.; Paper presented at the Annual Professional Development Institute of the Employee Assistance Society of America (3rd, Atlantic City, NJ, June 9-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); *Counseling Effectiveness; *Counseling Services; *Employee Assistance Programs; *Employer Employee Relationship

This paper addresses delivery aspects and benefits of client-centered Employee Assistance Program (EAP) services through a review of the literature and research. EAP services are described as educational and mental health services utilized to assist employees and their families to respond constructively to job, personal, interpersonal or situational stress, substance abuse, or other problems, and to promote healthful lifestyles. The client-centered attitude as described by Carl Rogers which entails empathy, acceptance, and genuineness is discussed. It is concluded that: (1) client-centered EAP services can fulfill all EAP needs, as shown by needs assessment, contract development, quality assurance, and monitoring, evaluation, and reporting of results; (2) client-centered EAPs provide the highest quality services, as measured therapeutic teams. The nature of supervision varies according to student need, learning situation, model framework, and case complexity. (ABL)

ED 345 180 CG 024 247

Brown, Sam Ed
Gentle Rain and Loving Sun: Activities for Developing a Healthy Self-Concept in Young Children.
PUB DATE- 92
NOTE- 383p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- At Risk Persons; Kindergarten; *Kindergarten Children; *Preschool Children; Preschool Education; Primary Education; *Self Concept; Self Evaluation (Individuals)

Activities to develop a healthy self-concept for preschool and kindergarten children are presented in this book. The stated purposes of the book are: (1) to discuss the development of a healthy self-concept in terms that will impact parents, teachers, counselors, and significant others; (2) to discuss ways in which parents, counselors, and teachers can promote a healthy self-concept in young children; and (3) to provide many practical activities that may be used by parents and teachers that may build on healthy self-concept. Part I focuses on developing self-concept. Working with the young child, teaching toward a self-concept, and mistakes often made with young children. In Part II these self-concept activities are presented: 10 activities in "belonging to a group"; 3 activities in "books about myself"; 14 activities in "building self-concept"; 4 activities in "cooking a self-concept"; 10 activities in "learning new body parts"; 15 activities in "dealing with emotions"; 11 activities in "I am special"; 17 activities in "individual preferences"; 6 activities in "learning names"; 11 activities in "learning responsibility"; 4 activities in "my family"; 15 activities in "self-concept and art"; and 12 activities in "self-identity." There is a 28-item bibliography and information about the author. (ABL)

ED 345 181 CG 024 248

Conyne, Robert K.
Primary Preventive Counseling: Empowering People and Systems.
PUB DATE- 87
NOTE- 279p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Counseling; Counseling Techniques; *Counseling Theories; Counselor Training; *Prevention
IDENTIFIERS- Counseling Psychology

This book presents an organized picture of how professional counselors and counseling psychologists can become primary prevention agents and shows that this approach is rooted in the very origins of counseling and counseling psychology. Section I presents the origins and a conceptual understanding of primary prevention in mental health. It shows how primary prevention counseling emerges from an integration of counseling with primary prevention. Section II contains the heart of the discussion about primary preventive counseling itself. An organized framework of this type of counseling and descriptions

ED 345 200 CS 010 916

Lustie, Suzanne
Working Wonder.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ambiguity; *Critical Thinking; *Discovery Learning; Discussion (Teaching Technique); Secondary Education; Skill Development; *Student Development; *Teacher Student Relationship; Thinking Skills
IDENTIFIERS- Thinking across the Curriculum

There is a need to expand the notion of acceptable thinking practices to include nontraditional thinking and wonder. Such an approach can help students learn to deal with ambiguity. The unique design of ambiguous thought evokes wonder, discovery, interrelationships, and new connections. Ambiguous thinking refrains from making unequivocal statements and presents a number of possibilities for the thinker to arrange or distill. To allow students to confront ambiguity and embrace uncertainty will help them deal with the ambiguity of the human condition. They will have more opportunities to relate to other human beings, to be flexible in a changing job market, and to break out of isolation and loneliness. If students are not allowed to explore, question, or wonder, they will face future jeopardy unprepared. Students should be invited to discuss how they feel about issues, and to write out their reflections. Teachers should avoid one-sided lecturing that does not allow for critical thinking response by students. Young people need to function as apprentices, who reflect, empathize, imagine, think, and talk. Examples of classroom discussions show teachers and students engaging in wondering sessions, and working toward solutions to problems. Such an "introduction to learning" can equip students with the critical ability to become educated people engaged in the process of discovery. (SG)

ED 345 201 CS 010 922

Garing, Kelli; And Others
Resource Packet on Youth Literacy.
PUB DATE- Mar 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Elementary Secondary Education; *Literacy; *Reading Attitudes; *Reading Habits; Reading Research; *Resource Materials; Statistical Surveys; *Youth
IDENTIFIERS- Indiana

This resource packet presents information on youth literacy in three main sections. The first section presents statistics on literacy; facts about literacy; reading in Indiana middle, junior, and senior high schools; and family reading. The packet's second section contains a bibliography and resources, offering a reading and literacy bibliography, and listings of organizations concerned about youth literacy, youth literacy readings the content, and sometimes the form, of the teacher-child dialogue from read-alouds. Findings confirm results of earlier studies--only some children (especially those with the most extensive home literacy experience) adopt the language of read-alouds into their emergent readings. (Four figures of data are included; 16 references are attached.) (RS)

ED 345 220   CS 010 943

Shermis, Michael, Ed.
Parents and Children Together. Volume 2, Nos. 1-12, July 1991-June 1992.
PUB DATE- Jun 92
NOTE- 1,006p.; For volume 1, see ED 329 942.
LANGUAGE- English
EDRS Price- EDRS Price - MF07/PC41 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; *Parent Child Relationship; Parent Influence; Parenting Skills; *Parent Participation; *Parents as Teachers; *Parent Student Relationship; Preschool Education; *Reading Aloud to Others; Reading Materials; Talking Books
IDENTIFIERS- *Family Literacy

This series of booklets is intended for parents and children to share, reading the booklets together as they listen to the companion tape for each booklet. Each booklet (focusing on a particular topic) answers practical questions from parents, describes activities that can be used at home, notes some books for parents and children, and contains three read-aloud stories. The 12 booklets in volume 2 of this series are on the following topics: (1) Stress and School Performance; (2) Beginning the New School Year; (3) Encouraging Good Homework Habits; (4) Working with the School; (5) Computers and Your Child; (6) Creative Expression through Music and Dance; (7) Success with Test-Taking; (8) Appreciating Poetry; (9) Using the Library; (10) Celebrating Earth Day Every Day; (11) Different Peoples of the World; and (12) Making History Come Alive. Numerous cartoon-like drawings acompany the text. (SR)

ED 345 221   CS 010 944

Brailsford, Anne; Brimacombe, Margaret
Paired Reading: Positive Reading Practice. A Training Videotape with Accompanying Manual.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 91
NOTE- 89p.; Funding also received from the government of Alberta.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Elementary Education; Foreign Countries; Inservice Teacher Education; Reading Aloud to Others; *Reading Improvement; *Reading Programs; Videotape Cassettes
IDENTIFIERS- Canada; *Paired Reading

composition and cognition portrays the two as interrelated processes that evolve separately. Holistic thinking provides the context for analysis. In fact, it may be the only base from which analytic thought develops and fully matures. The educational system should work toward an "integrated dialectic" mode of thinking that is dialectic in nature, integrative in design, capable of switching quickly from analytic to holistic, able to address ambiguities and uncertainties, and reflective. Such a model can be a transcendent one for human beings, allowing them to live in each reality as though it were the only one. (One diagram is included; 20 references are attached.) (SG)

ED 345 240 CS 213 283

Davis, Wesley K.
Educational Implications of Brain Research Applied to Teaching Language Arts for Creative and Critical Thinking in Writing.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; Creative Thinking; Critical Thinking; Educational Strategies; Elementary Secondary Education; *Heuristics; Higher Education; Holistic Approach; *Neurolinguistics; *Writing (Composition); Writing Instruction; *Writing Processes; Writing Strategies
IDENTIFIERS- *Active Learning; Brain; *Brain Research

Contemporary findings of brain research and language function can be analyzed and related to the teaching of creative and critical thinking and active learning through writing. A great deal of work has been carried out concerning the integration of the cerebral hemispheres for heuristic procedures in writing invention. In the integrated brain, the functions of one hemisphere are immediately available to the other, thus allowing a greater balance between the two brains during mental operations. Today, the notion of teaching to the whole brain is gaining more credence, being particularly significant to language arts educators since language production is a whole-brain activity. There are neurolinguistic implications for individual learning and language communication in both the writing lab and the composition classroom. These implications focus primarily on the concept of "active learning." Composition teachers can facilitate active learning by having students engage in the composing process frequently and by encouraging them to discuss their own writing freely with others. The degree of the brain's response depends on an active atmosphere in the classroom. Finally, a number of heuristics based on current research have been developed for writing teachers. The increasing knowledge of how the brain works suggests techniques useful to language arts teachers for the discovery of meaningful ideas and insights, and the effect of these writing strategies in a process-centered approach to composing and communicating strongly suggests that students are actively employing the operations of the whole brain to produce insightful and meaningful pieces of writing. (Thirty-three references are attached.) (HB)

ED 345 241 CS 213 284

Grunst, Robert
A Resolving Kind of Click: Loren Eiseley, Frank Conroy and "The

Laboratories
IDENTIFIERS- *Computer Assisted Writing; Texas A and M University

In the past decade, theories of the social construction of knowledge have resulted in the widespread use of collaborative learning techniques. Computer technology has been in the forefront of this movement, with one result being a minor revolution in writing instruction. Specifically, communications and text sharing through both local and wide area networks has promoted collaborative learning and writing. Through networking for communication, educators can potentially alter the way writing centers are conceived. Despite the great variety of computers in writing centers, their use remains for the most part limited to keeping the student and the machine working in isolation from others. However, research indicates that writing centers as traditionally conceived cannot lay claim to the label "collaborative," but that in fact collaboration promotes the kind of critical literacy that students of the next century will need. The potential of collaboration as a primary mode of learning in writing centers and the potential of communications software to enhance collaboration can be brought together to transform writing centers. Nothing is more suitable as a supplement to face-to-face meeting with tutors than electronic mail, real-time conferencing and text sharing. By using such capabilities, members of writing groups can read and comment upon each other's work throughout the week. Finally, the Texas A&M English Department Writing Center is attempting at this time to implement a program based fully on the model described here. (HB)

ED 345 259 CS 213 317

Lovitt, Carl R.
Assessment as a Team Effort: The Pearce Center Assessment Research Team.
PUB DATE- Mar 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; Higher Education; Program Descriptions; *Program Development; *Program Effectiveness; Undergraduate Students; *Writing Across the Curriculum
IDENTIFIERS- Clemson University SC; Communication across the Curriculum; *Pearce Center for Professional Communication SC

Clemson University is addressing the related issues of: (1) how to integrate writing in courses throughout the curriculum; and (2) how to assess students' writing ability as well as the impact of assessment programs on that ability. Since 1990, the responsibility for addressing these two goals has been assumed by the Pearce Center for Professional Communication, whose broad mission is to develop programs to improve the communication skills of Clemson University's undergraduate students. Considerable evidence suggests that the Pearce Center and its Communication-across-the-Curriculum program have had an appreciable impact on the academic culture at the university. To document the effects of the program, the Pearce Center instituted an "assessment research team," in which four faculty members collaborated with faculty in other disciplines to develop communication-intensive projects and devise and implement measures to assess the effect of the resulting initiatives. The most significant challenge facing the research

Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992). Filled type on the Essay Question page will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Instructional Effectiveness; Longitudinal Studies; Two Year Colleges; Two Year College Students; *Writing Across the Curriculum; *Writing Improvement; Writing Research; Writing Skills
IDENTIFIERS- Minnesota Community College System; *Writing Amount; *Writing Quality

A study investigated whether students who are given experience in writing would improve the quality of their writing over the course of an academic year, and whether the amount of improvement would be associated with the amount of instructional writing experience across the curriculum. A 50-minute essay exam designed to assess writing skills was administered at the beginning of the fall term and again at the end of the spring term to 113 students in composition classes at 3 colleges in the Minnesota Community College System. Results showed that students given experience in writing improved the quality of their writing over the course of the academic year (with the gain quite consistent across grade-point-average groups), and that gains in writing quality increased according to the amount of instructional writing experience. A pilot study explored a subsidiary hypothesis that the quality of instructional activities would also contribute to gains in the quality of students' writing. Findings suggest that the quality of writing assignments is likely to be more important than the number of writing assignments students are given. Further writing across the curriculum research should concentrate on identifying features of assignment design which optimize student learning, and on developing a systematic procedure for rating the quality of instructional assignments based on these features. (Three tables of data are included; the essay question and a holistic scoring guide are attached.) (SR)

ED 345 277 CS 213 344

Nelms, Gerald
An Oral History of Janet Emig's Case Study Subject "Lynn."
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Studies; Educational History; Higher Education; Interviews; Secondary Education; *Writing (Composition); Writing Instruction; *Writing Research
IDENTIFIERS- Composition Theory; *Emig (Janet)

During interviews conducted with Janet Emig, the true identity of "Lynn," the primary subject of Emig's influential 1971 monograph "The Composing Processes of Twelfth Graders," was determined. Discovery of Susan Gzech's true identity led to an interview which shed some interesting light on Emig's case study and on composition instruction as well. Besides attaining a law degree and practicing for many years, Susan also is a social activist. Her success should not surprise any of Emig's

Hollandsworth, Linda
A Needs Assessment Model for College Writing Program Evaluation.
PUB DATE- May 90
NOTE- 249p.; Ph.D. Dissertation, Indiana University of Pennsylvania.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *Freshman Composition; Higher Education; *Models; *Needs Assessment; Program Effectiveness; *Program Evaluation; *Student Needs; Writing Evaluation
IDENTIFIERS- University of South Carolina Coastal Carolina Coll

A study designed a model for evaluating college writing programs by means of an analysis of the most important component, students. The study was conducted at the University of South Carolina Coastal Carolina College and involved first-year students. Subjects, six students who scored one (on a scale from one to four) on the holistically scored placement essay test, were interviewed, observed in a classroom setting and in informal situations, and kept memory journals for eight weeks. Subjects' high school teachers and parents were also interviewed. Results indicated that: (1) the needs assessment/discrepancy model provided direct qualitative data important for decision-makers in planning a writing program and an evaluation at the college level; (2) a need exists to design a program of writing that revolves around the treatment of the recursive aspect of composing; (3) instructors in the writing program should utilize the social and cultural backgrounds of students, encouraging them to write about their own experiences; (4) students need more opportunity for personal writing; (5) a "real audience" component of writing, either school- or community-based, should be included; (6) a book of student writings should be used as supplementary reading material; and (7) students lacked self-confidence. The model reveals the need for a closer examination of students' needs (their prior writing and educational experiences) so that a program of instruction can be designed to meet those needs. (Nine tables and 10 figures of data are included; the course syllabus, interview questions, sample memory journal entries, and sample interviews are attached.) (RS)

ED 345 297 CS 213 400

Beyer, Francine S.
Impact of Computers on Middle-Level Student Writing Skills.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Intermediate Grades; Junior High Schools; *Middle Schools; Program Effectiveness; Program Evaluation; *Student Attitudes; *Writing Achievement; Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- Delaware; *Process Approach (Writing)

A study determined whether participation in a project using personal computers in the classroom to teach the writing

PUB DATE- Mar 92
NOTE- 22p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 4-8, 1992). For related documents, see CS 507 823-825.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Evaluation Problems; Factor Analysis; Interpersonal Communication; Listening; *Listening Skills; *Organizational Communication; Professional Training; Test Theory; *Test Validity
IDENTIFIERS- Listening Research

A study examined the interrelationships among the Listening Practices Feedback Report (LPFR) items to determine if an underlying theoretical construct of listening perceptions are measured by the LPFR. As part of LPFR listening training sessions, LPFR respondent and associate(s) scores were gathered from several major companies and organizations. Each subject completed Form I of the LPFR regarding their own listening behavior and then had six colleagues or associates fill out an LPFR on the listening behavior of the subject. A single randomly chosen associate's ratings, the associates' averaged ratings, and the respondent's self-ratings of all respondents were submitted to factor analysis. Results of the associates' ratings of respondents on the LPFR indicated that appropriateness, professionalism, and supportiveness in perceived listening were all factors that were positively correlated with one another. Results of self-ratings on the LPFR indicated that six factors emerged: (1) appropriate listening behavior; (2) being thoughtful and not responding in an emotional manner; (3) remembering accurately when recalling information; (4) being empathic and supportive by listening sincerely; (5) appropriately responding as listener speaking to other by paraphrasing or asking the other to speak louder; and (6) listening in a businesslike, professional manner. Findings suggest that the multidimensionality of the listening process is perceived as more complex when individuals consider their own listening as compared to considering the listening of others. (Four tables of data are included.) (RS)

ED 345 315 CS 507 825

Emmert, Victoria; And Others
An Analysis of Respondent/Average Associate Differences on the Listening Practices Feedback Report.
PUB DATE- Mar 92
NOTE- 31p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 4-8, 1992). For related documents, see CS 507 823-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Evaluation Problems; Factor Analysis; *Feedback; Interpersonal Communication; *Listening Skills; Models; *Organizational Communication; Professional Training
IDENTIFIERS- Communication Behavior; Listening Research

A study examined the relationship of the respondent and averaged associate ratings on the Listening Practices Feedback Report (LPFR). As part of LPFR listening training sessions, LPFR respondent and associate(s) scores were gathered from several major companies and organizations. Each subject completed an

Educational Services are identified, and a Colorado school district map is provided. (MLH)

ED 345 336 EA 023 877

Silverstein, Jan, Ed.
District Progress toward the State Education Goals. Part 2: School Finance Act.
PUB DATE- Jan 92
NOTE- 39p.; For Part 1, see ED 330 102.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Boards of Education; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Outcomes of Education; *State Action; State School District Relationship
IDENTIFIERS- *Colorado

Information about Colorado's second year of progress toward its 1995 educational goals is summarized. Data were based on a review of progress reports submitted to the State Board of Education by individual districts. Progress in addressing each of the state goals and priority objectives is evaluated in the following areas: (1) graduation rate (goal: 90% by 1995, in 1991 rate increased from below 76% to 80%); (2) attendance rate (goal 95%, in 1991: 94.6%); (3) student achievement (goal: measurable and significant gains in achievement, 1991: 60% of districts reported success); (4) identifying and addressing performance discrepancies among racial/ethnic and gender groups (progress was mixed); (5) meeting the needs of at-risk students (progress was mixed); (6) defining, measuring, and reporting student proficiencies (all districts reported they were working to define/identify proficiencies and the majority are developing assessments); (7) certifying the diploma/guaranteeing the graduates (goal: all high school graduates will receive a diploma certifying they possess skills necessary for entry to workplace and postsecondary education, majority are in the process of developing diploma and 18 are guaranteeing graduates); and (8) addressing national educational goals (three-fourths of all districts have met all of their goals). Twelve tables and a state map are included. (LMI)

ED 345 337 EA 023 883

Little, Judith Warren
Aspects of Professional Community in Comprehensive High Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Collegiality; *Departments; High Schools; Occupational Information; *Professional Recognition; *Teacher Attitudes; *Teacher Characteristics; *Vocational Education Teachers

In this document, insights into teachers' professional community (or communities) derive from a comparison between teachers of the core academic subjects (English, social studies, science, mathematics, and foreign language) and those in three traditional vocational subjects (industrial arts, business, and home economics). Two areas of research are: (1) the extent that

Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *Civil Rights Legislation; *Compliance (Legal); Educational Discrimination; Elementary Secondary Education; *Federal Regulation; *Racial Discrimination; Student Placement; Track System (Education)

Concerns about student resegregation resulting from discriminatory student grouping practices are highlighted in this paper. Part 1 determines the characteristics of discriminatory ability grouping and tracking practices through a content analysis of 35 Office for Civil Rights (OCR) case file documents for the fiscal years 1983-89. Twenty-three out of 35 investigations used disparate impact analysis. Explanations are offered for how the OCR uses disparate impact analysis and disparate treatment analysis and reasons why the OCR found ability grouping to be discriminatory. The second part assesses the extent to which ability grouping is discriminatory in the nation's elementary and secondary schools through an analysis of national survey data conducted by the Center for Research on Elementary and Middle Schools (CREMS) and the OCR. Findings indicated a disproportionate number of racially identifiable classes. The third part formulates policy recommendations and concludes that disagreement exists between the General Accounting Office and Department of Education on providing federal guidance to student and local education agencies. One table is included. Appendixes explain the OCR's discretion for using disparate treatment or impact analysis and provisions on ability grouping in the Emergency School Aid Act. (21 footnotes) (LMI)

ED 345 357 EA 023 944

Hart, Ann Weaver
The Social and Organizational Influence of Principals: Evaluating Principals on Organizational Criteria.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; *Context Effect; Elementary Secondary Education; *Evaluation Criteria; Organizational Effectiveness; *Principals; *Social Influences; *Socialization

Evaluation of principals' performance has not kept pace with changes in schooling or with developments in teacher evaluation. Although some argue that schools' complexity makes outcomes-based evaluation of principals unrealistic, the need increases for tying evaluation to accountability. This paper describes one possible model based on principals' interactions with schools' social systems and on organizational socialization and leader/follower interaction theories. In the first section, some dynamics shaping this social context/student achievement connection through principal evaluation are examined in a brief summary of principal

IDENTIFIERS- California

Findings from a study that determined the extent to which school districts utilized formal new mentoring programs for principals and examined the nature of such programs are presented in this paper. Methodology involved a survey of 40 school districts in a large urban region of southern California, which elicited 23 responses; interviews with the overseers of 8 mentoring programs; and interviews with 1 mentor and mentee from each of the 8 programs. Based on the findings, a model for district principal mentoring programs is proposed. Its major components include institutionalization, structures and process, mentor selection, training, rewards, multiple mentor planning, and socialization. Conclusions are that program success depends on the value placed on mentoring within the school district, and that districts should strongly consider implementing such programs for principals, especially for those from underrepresented groups. (21 references) (LMI)

ED 345 377 EA 023 974

Thomas, R. Murray
Sources of Recent Educational Information.
PUB DATE- 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Annapolis, MD, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Data Collection; Elementary Secondary Education; *Global Approach; *International Studies; *Research Methodology

Scholars and practitioners in the field of international and comparative education often need information about recent educational events related to the topics they are currently investigating. In pursuing their research, those who are relatively new to the task may wonder which sources will most readily provide data, analyses, or interpretations they seek. This paper offers suggestions about ways to identify such sources and about advantages and disadvantages of the various options. The discussion is divided into two parts. Part 1, entitled "Studying Distant Sites," describes 11 sources available to investigators. These include scholarly journals, theses and dissertations, government agencies, and international and foreign agencies. Part 2, entitled "Studying Immediate Sites," describes sources available to investigators who can spend time in the country or district they are studying. (RR)

ED 345 378 EA 023 976

Chapter 2 Federal, State, and Local Partnership for Educational Improvement: Evaluation of Program Effectiveness for School Year 1990-91.
PUB DATE- Mar 92
NOTE- 172p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Federal Aid; *Federal State Relationship; *Program Evaluation; *School Districts; *State Legislation; Surveys

as a group, preschool children who stutter and those who do not have similar accuracy and latency scores on an experimental test battery designed to evaluate word-find ability. The paper concludes that word finding and stuttering are separate entities, but they may coexist, and word-finding problems may exacerbate the severity of stuttering and definitely interfere with effective fluency training. (Approximately 50 references) (JDD)

ED 345 397 EC 301 156

Introduction to Project WORK: Family Booklet. Information for Families of Project WORK Students.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992). For a related guide, see ED 311 683 or ED 311 684 (Spanish version).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; *Disabilities; Education Work Relationship; Employment Opportunities; High Schools; Job Development; *Job Skills; Parent Education; *Parent Participation; Program Implementation; *Supported Employment; *Transitional Programs; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- San Diego Unified School District CA

Project WORK was developed by San Diego State University and San Diego City Schools in California to prepare young people with disabilities for work and life after high school. The program teaches employment skills; supports students in their first work experience; works with students and their families to plan for the student's work and life after graduation from high school; provides vocational preparation skills and transition services; and provides paid employment opportunities, ongoing job site support, and adult agency support. The program's four main components are parent support and parent workshops, job skills classes, job development and support, and linkages with community agencies. This pamphlet for parents describes the four program components, explains what is involved in the initial home visit by family support specialists, outlines the cooperative role of the California State Department of Rehabilitation, lists documentation needed for employment, and notes the value of job-related record keeping. (JDD)

ED 345 398 EC 301 158

Wallace, Teri, Ed.; And Others
Training of Direct Service Staff.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Minnesota State Dept. of Education, St. Paul. Special Education Section.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Syracuse Univ., NY. Center on Human Policy.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

of the keynote papers and the discussions are then integrated and conclusions drawn. Finally, 10 recommendations are made. Key ideas of the keynote papers (by Pieter Span, Kurt Heller, Joan Freeman, Andrzej Sekowski, Laurence Reiben, Ake Edfeldt, and Candido Genovard) include the following: capacity definitions of giftedness are out of date with performance oriented models gaining acceptance; multiple information sources and measures are recommended for identification; services within the regular school system are usually preferable to special schools and classes; and legislation and services need to respect individual differences. The 10 recommendations address: the importance of individual differences, the special problems of gifted females, provisions within the regular school system, instructional development, teacher training, acceleration, special classes, research needs, and parents' associations. (DB)

ED 345 418 EC 301 179

Wolery, Mark; And Others
Comparison of Instructional Strategies: A Literature Review.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 283p.; Tables contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Change; Elementary Secondary Education; Experiential Learning; Instructional Design; *Instructional Effectiveness; Intervention; *Moderate Mental Retardation; Prompting; Research Needs; *Severe Mental Retardation; Stimuli; *Teaching Methods; Time Factors (Learning)

This literature review is one part of a research project, "The Comparison of Instructional Strategies," designed to investigate issues related to instructional procedures used with students having moderate and severe mental retardation and to develop and field test four modules/manuals using such procedures. The review examined the relevant (defined as instruction of this population in applied settings) literature from 1975 to 1986. Each chapter summarizes findings for one identified instructional strategy and includes an operational description of the procedure, methodological parameters, effectiveness and efficiency findings, and a bibliography of the reviewed research. The following instructional strategies are covered: error correction, antecedent prompt and test, antecedent prompt and fade, most to least prompting, system of least prompts, constant time delay, progressive time delay, naturalistic teaching strategies, and stimulus manipulation. A separate chapter addresses studies comparing two or more instructional strategies. A summary chapter notes commonalities across strategies, identifies issues for further research, and offers guidelines for selecting instructional strategies. (DB)

ED 345 419 EC 301 180

Place, Patricia; Gallagher, James J.
Part H Policy Development for Families: A Case Study Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

financing, physician visits, hospital utilization by income, prenatal care, and immunization; and State-specific data on infant health, including mortality and prenatal care, low birth weight, and births to women under 18 years of age. (Approximately 40 references) (JDD)

ED 345 438   EC 301 199

Focus on School Health. MCH Program Interchange.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Mar 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Health; *Curriculum; Educational Policy; Elementary Secondary Education; *Health Education; Mental Health; Physical Health; *Program Development; *School Health Services

This issue of the "MCH Program Interchange" provides information about approximately 55 selected materials and publications related to school health, which have been developed by or are available from Federal agencies, state and local public health agencies, and voluntary and professional organizations. The interchange of this information is meant to assist with the development and implementation of school health programs. Types of materials include state guidelines, content area competencies, program evaluations, teacher's guides, curricula, program design, resource guides, surveys, and public policy statements and recommendations on such school health topics as gun violence, sexuality education, nursing services, cholesterol, suicide, adolescent health, nutrition, and drug use. The scope of the document does not include human immunodeficiency virus. (JDD)

ED 345 439   EC 301 200

Focus on Nutrition. MCH Program Interchange.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Mar 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Breastfeeding; *Child Health; Chronic Illness; *Dietetics; Disabilities; Eating Habits; *Nutrition; *Pregnancy; Resources

This issue of the "MCH Program Interchange" describes selected materials and publications in maternal and child health (MCH) nutrition services and programs. The materials were developed by or are available from federal agencies, state and local public health agencies, and voluntary and professional organizations. The information is intended to encourage communication and stimulate the planning, development, and provision of improved nutrition services to MCH populations. Information is included on several landmark publications such as "Healthy Children 2000," "Healthy Communities 2000," "Improving America's Diet and Health," and "Second Follow-up Report to the Surgeon General's Workshop on Breastfeeding and Human Lactation." Other publications cover such topics as human

NOTE- 181p.; For a related report, see CE 060 950.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Case Studies; *Evaluation Methods; *Inplant Programs; Labor Force Development; On the Job Training; Performance Factors; Postsecondary Education; *Program Evaluation; *Retraining; State Aid; *State Programs

IDENTIFIERS- California; Illinois; Missouri; New York

The second phase of a two-phase study evaluated (through 24 care studies in California, Missouri, Illinois, and New York) the feasibility of implementing an evaluation model of workplace-based retraining programs developed during the first phase of the project in California. The feasibility study addressed two components of an evaluation system: (1) business selection and screening guidelines; and (2) performance assessment based on four types of performance outcome measures--company performance, work-unit performance, skill competencies, and wages and earnings. The study found the following: (1) the proposed evaluation system is consistent with widely recognized models of business training design and evaluation for training projects that are intended to improve business performance; (2) company performance indicators can be easily identified and measured in valid and reliable ways without imposing extra costs; (3) the seven screening guidelines can effectively address the most important targeting and substitution problems faced by state programs; and (4) the proposed evaluation system can be administered effectively without substantial costs being incurred by either the businesses or the program. The feasibility study concluded that state training grants are effective in expanding training opportunities and that an evaluation system can be implemented successfully. (Summaries of 24 case studies make up most of the document. They contain information on the following: training grant, focus of case study, overview of company, competitive problems, strategic and operational objectives, company performance measures, need for retraining, training program, need for state assistance, performance outcomes, training outcomes, and observations.) (KC)

ED 344 991   CE 060 953

Coyle-Williams, Maureen; Maddy-Bernstein, Carolyn

The 1990 Perkins: Evaluating and Improving Program Effectiveness. TASPP Brief.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Dec 91

NOTE- 7p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)

DESCRIPTORS- Access to Education; *Accountability; Disabilities; Evaluation Methods; *Federal Legislation; Federal Regulation; Postsecondary Education; *Program Evaluation; *Program Improvement; Secondary Education; *Special Needs Students; *Vocational Education

IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This brief describes new requirements for vocational education program improvement and evaluation mandated by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Recommendations to enhance the impact of program improvement and evaluation activities are included. The first two sections discuss developing new state accountability

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Daily Living Skills; *Disabilities; Educational Finance; Educational Resources; *Education Work Relationship; *Employment Potential; High Schools; Instructional Materials; *Job Skills; Learning Activities; Mainstreaming; Mild Disabilities; Normalization (Handicapped); *Special Education; Special Needs Students; *Teaching Methods; Vocational Education
IDENTIFIERS- Garland Independent School District TX

This handbook was created to help teachers develop in special populations the skills necessary to make the transition from school to work a successful experience. It is aimed at teachers of students who have mild to moderate disabilities and who are expected to graduate from high school. The handbook contains four sections. Section one includes a list of 128 transition skills accumulated through a literature review and a field test in Texas. The skills are grouped into six competency areas: mathematics, communication, job-specific skills, employability skills, work-related skills, and self-help/independent living skills. Section two provides instructional activities showing how transition skills can be taught in a variety of discipline areas, such as academic education, vocational education, and special education. An index relates each skill to an appropriate activity. Each recommended instructional activity includes a course title, grade level, unit title, lesson title, and description. Section three, curriculum review, includes an annotated list of currently available curriculum materials that could be used to teach transition skills. Each entry includes the skill, grade level, title, publication type, author, date, price, source address, and description. The final section describes the funding sources used to support transition activities for special populations in the Garland, Texas, Independent School District. Descriptions of eight national transition resources are also given. (KC)

ED 345 010 CE 061 019

Roberts-Gray, Cindy
Research and Development Performance Standards for Selected Vocational Education Programs. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 15 Dec 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Behavioral Objectives; Educational Change; Federal Legislation; Performance Factors; Program Effectiveness; *Program Evaluation; *Program Improvement; Secondary Schools; *Standards; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Texas

The Texas Education Agency identified the need to implement an evaluation system of performance standards for selected vocational education programs as required by the Perkins Act. The project developed criteria to assess vocational education in secondary schools in Texas. Two objectives were met during 1990-91: conduct background research on performance standards and delineate model performance standards for programs. A review of the literature, a survey to which 37 states responded, consultation with an advisory committee, and most needed training topics are induction melting, power SCRs, programmable controllers, hydraulic circuits, and poser circuits; and (4) short courses with hands-on experiments was the most favored training method. (A bibliography contains seven items and eight additional works are cited. The survey, seven endnotes, four graphs, and eight tables are included.) (NLA)

ED 345 028 CE 061 112

Lifelong Learning for Jobs. A National Workplace Literacy Project. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 305p.; Photographs and reprints will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Literacy; Community Colleges; *Cooperative Programs; Demonstration Programs; Employment Qualifications; Job Skills; Job Training; *Lifelong Learning; *Manufacturing Industry; Occupational Mobility; Program Evaluation; Two Year Colleges
IDENTIFIERS- *Workplace Literacy

The National Workplace Literacy Project described in this report was a cooperative effort between Piedmont Community College (Roxboro, North Carolina) and two textile manufacturing industries, the Cavel Division of Collins & Aikman Corporation (Roxboro), and the Burlington House Division of Burlington Industries (Burlington, North Carolina). Through participation in a customized literacy program at their workplace, employees were able to function at their current jobs with increasing competence, move laterally or upward, and meet changing job requirements. A brief project overview is followed by summaries of site activities at Burlington Industries and Collins & Aikman and an external evaluation that found the project successful in improving workers' basic skills, with both workers and management highly positive about the program. The appendices, forming the bulk of this document, are as follows: (1) program staffing, staff flowcharts, forms, dissemination, letters from partners, and cost to industrial partners; (2) Burlington Industries class schedules, initial brochure, promotion and recognition, list of software, sample learning contract, testimonials, workplace information form, supervisor questionnaire, employee questionnaire, results of confidential evaluation, and dissemination; and (3) Collins & Aikman literacy audit, promotion and recognition, evaluation and test results, lifelong learning criteria and materials, classroom recordkeeping, advisory council, surveys, and anecdotal information. (NLA)

ED 345 029 CE 061 113

Connecting School and Employment. Policy Statement.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Responsibility; *Career Development; Educational Change; *Educational Improvement; Educational

DESCRIPTORS- Adult Education; Career Counseling; *Career Development; Career Education; Career Guidance; Career Information Systems; *Career Planning; Competency Based Education; Counselors; *Counselor Training; *Decision Making; Disabilities; Early Parenthood; Females; High Risk Students; *Information Utilization; Inservice Education; Instructional Materials; Job Skills; Learning Activities; Learning Modules; *Occupational Information; Secondary Education
IDENTIFIERS- National Career Development Guidelines

This participant's resource guide and trainer's guide are designed to train career development facilitators to help their clients use labor market information. The participant's resource guide contains 10 modules. Each module consists of these components: National Career Development Guidelines (NCDG) Counselor Competencies, abbreviated version of the trainer's lecturette with copies of transparencies embedded within the text, and references. Module subjects are as follows: introduction; definitions of terms and concepts related to career development and labor market information; demographic trends that have an impact on career decision making; theories of career development; information and how to assess and use it; developing an awareness of multicultural issues; and specific needs of adults, women and teen parents, persons with disabilities, and children at risk. An Action Plan follows Module 1. Thirty-five activities are provided. Appendixes include the following: career counseling competencies; State/National Occupational Information Coordinating Committee contacts; directory of state career information delivery systems; the NCDG; state guidance supervisors; guidelines for use of computer-based career information and guidance systems, career software review, and preparation and evaluation of career and occupational information literature; government printing offices; sources of state/local job outlook; annotated list of 14 print references; overview of equal opportunity legislation; labor market information directors; state data center organizations; and acronyms. The trainer's guide provides the information, research, theories, and implementation activities necessary for conducting the inservice program. Modules include a listing of content with related activities, lecturette, transparency masters, and references. The final section contains applications of the concepts presented in the modules--activities, case studies, small group exercises, and problem-solving scenarios. (YLB)

ED 345 048   CE 061 142

Accounting. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Aug 91
NOTE- 35p.; For related documents, see ED 338 827-852 and CE 061 143-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; *Bookkeeping; Business Education; Business Skills; Competence; *Competency Based Education; Employment Potential; Entry Workers; Job Analysis; Job Skills; Office Occupations Education; Postsecondary Education; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community a given occupation 3 to 4 years from now. This profile contains 10 units: orientation; first aid and cardiopulmonary resuscitation (CPR); safety and infection control; effective communication and legal and ethical responsibilities; basic personal care; nursing-related procedures; care of elderly clients; home health care; restorative duties; and employability skills. (NLA)

ED 345 066 CE 061 160

Occupational Work Experience. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jan 92
NOTE- 14p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Competence; *Competency Based Education; Employment Potential; *Individual Development; Job Analysis; Job Skills; Money Management; Postsecondary Education; Safety; Secondary Education; *Study Skills; Task Analysis; Teamwork; Vocational Education; *Work Experience
IDENTIFIERS- DACUM Process; Ohio
Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for occupational work experience (OWE). The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed for OWE. The occupational, academic, and employability skills are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in an occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains eight units: teamwork; employability skills; academic enhancement; studying; safety awareness; personal development; personal health; and personal money management. (NLA)

ED 345 067 CE 061 161

Power Equipment Technology. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jan 92
NOTE- 37p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; *Competency Based Education; Electrical Systems; Employment Potential; *Engines; Equipment Maintenance; Hand Tools; Job Analysis; Job Skills; *Machine Repairers; Postsecondary Education; *Power Technology; Secondary Education; Standards; Task Analysis; Troubleshooting;

Materials; Reading Material Selection

This monograph compiles the comments of several reviewers into an annotated bibliography of materials for teaching reading (levels 1-3) to adults. A literature review format is used to present these comments, as found in published speeches, articles, and other materials, which describe the history of adult basic education and literacy education as well as the content of adult basic education materials for teaching reading. This 69-page narrative is followed by the list of 52 references that contain these comments. An alphabetical list of 184 classroom materials is provided. Publishers' addresses are also listed. (YLB)

ED 345 084 CE 061 182

Appalachian Adult Education Center. A Practical Assistance Center for Adult Education Demonstration Programs through Interagency Funding and Cooperation. Interim Report: Period Beginning July 1, 1972 through February 28, 1973).
SPONS. AGENCY- Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE- 28 Feb 73
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Agency Cooperation; Career Education; Community Schools; *Demonstration Programs; Educational Technology; Family Programs; *Library Development; Literacy Education; Older Adults; Postsecondary Education; *Program Implementation; *Rural Education; Secondary Education; Urban Education
IDENTIFIERS- *Appalachia; Morehead State University KY; Right to Read

The Appalachian Adult Education Center project developed a practical assistance center for adult education demonstration programs through interagency funding and cooperation. During the period July 1, 1972 through February 28, 1973, the project was funded (for half the requested amount), and major objectives began to be achieved. Projects carried out by the assistance center included the following: (1) the Community School Project, which used public school facilities and leadership to serve the educational community and which included homebound instruction, adult learning centers, an educational needs survey, and assistance to the elderly; (2) the provision of whole-family intervention in rural Appalachia, emphasizing adult basic education, early childhood education, and services for the aging; (3) development of career education facilities, an adult basic education learning center, an area vocational school, a technical institute, and a two-year community college at Morehead State University (Kentucky); (4) the development and demonstration of rural learning centers; (5) development of libraries in rural and urban centers; and (6) use of rural radio and cable television for education. (The report lists 38 articles or reports about the project and provides a detailed list of project publicity and dissemination activities.) (KC)

ED 345 085 CE 061 185

Fulton, Rodney D.
Techniques: Paying Attention to the Place. Part 1--Activities for Instructors and Adult Learners and Part 2--Activities for

development process; (8) "distribution and training" describes how to disseminate the materials and train health workers to use them effectively with their clients; and (9) "evaluation" describes methods to examine the field use of the materials and their impact on the intended audience. The guide includes 18 references and lists 9 resources. Appendixes include pretest background sheets, data sheets, summary of results sheets, and a monthly record form for distribution of educational materials by health educators. (KC)

ED 345 103 CE 061 224

Stein, Sondra G.
Tradition and Change: The Role of Workplace Education in the Transformation of the Workplace.
PUB DATE- 15 Oct 91
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, October 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Educational Needs; *Education Work Relationship; Futures (of Society); *Labor Force Development; *Literacy Education; Organizational Change; Postsecondary Education; *Productivity; *Program Implementation; Skill Development
IDENTIFIERS- United Electric Controls Corporation; *Workplace Literacy

The U.S. workplace needs to be transformed. Corporations should replace an approach to production and service that pits labor against management with an approach that unites management and labor in the pursuit of enhanced quality, enhanced responsiveness to the customer, and enhanced productivity. Human resource development is critical to this process of transformation. Companies that initiate basic skills programs are ripe for this change; they want to fix problems that hinder productivity. In the process, they can become high performance workplaces. A case study of United Electric Controls (UEC), a company that won the 1990 North American Shingo Prize for Quality in Manufacturing, shows that it started a basic skills program when its productivity and profitability began to slip in the 1980s. The basic skills program at UEC was not an end in itself, however, but part of a drive toward higher productivity through total employee involvement. The basic skills program resulted in higher worker self-esteem and more input from workers in finding and eliminating bottlenecks in the company's production processes. Eventually, basic skills classes were transformed into classes in which skills were taught and used to solve problems for the company. The focus was on continuous learning. (The paper contains a chart comparing traditional and high-performance work organizations.) (KC)

ED 345 104 CE 061 226

McCallum, Gordon, Ed.
A Story of Adult Education in Cornwall. 70 Years of the W.E.A.
PUB DATE- 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)

Epistemology; *Moral Development; Piagetian Theory; Validity
IDENTIFIERS- *Kohlberg (Lawrence)

Research in moral development from a cognitive-developmental model has been greatly influenced by the Piagetian stage theory of Lawrence Kohlberg. Based on the assumption of inherent cognitive development of internal structures, Kohlberg's theory maintains that the stages are universal across cultures and persons. As a primarily organismic theory, minimal importance is given to external factors such as culture, socialization processes, and situational context. Individuals are expected to progress sequentially through each stage regardless of cultural, personal, or environmental influences. The primary instrument used in assessing moral development in the literature on Kohlberg's theory is the Moral Judgment Interview (MJI) originally developed in Kohlberg's (1958) doctoral dissertation. In general, the empirical evidence provides little support for Kohlberg's assertion of a strict stage concept. Despite a moderately high level of consistency using the MJI, which may be related to instrument bias, the longitudinal data exhibit significant inconsistencies that cannot sustain the "structured whole" assumption. There appears to be significant support for upward sequentiality through Kohlberg's stages, with qualifications. First, the strength of this evidence rests on extensive revisions to the scoring systems which have eliminated deviant findings of regression and stage-skipping. Second, the evidence that does support the notion that the upward sequentiality assumption is limited to the lower stages of Kohlberg's hierarchy. Kohlberg's research program has encountered substantial problems in supporting the empirical existence of principled Post-Conventional reasoning. (LLL)

ED 345 122   CG 024 187

Strautin, Astra Lydia
Male and Female Homosexuality: A Review of Differential Factors in Etiology and Implications for Treatment.
PUB DATE- May 92
NOTE- 113p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Counseling; Developmental Psychology; Etiology; *Homosexuality; Life Style; Parent Child Relationship; *Sexual Identity; Sexuality; Social Influences

Today's society, in large part, has granted public acknowledgment of the practice of homosexuality as an "alternative lifestyle" and as a valid expression of sexuality and self. However, there are men and women who, having engaged in an active homosexual lifestyle for varying lengths of time, feel regretful about their homosexuality and want to alter their orientation. The study of homosexuality has engendered considerable dialogue and controversy about its etiology, with recent studies attempting to determine factors that might indicate a genetic and/or hormonal basis. The results have provided evidence to suggest that some individuals are biologically predisposed to experience feelings or exhibit behaviors consistent with a homosexual orientation. Developmental, familial, and societal factors appear to contribute to the emergence of homosexuality as well, although theorists and researchers have yet to supply conclusive data to indicate which of these factors, and to what degree, influence the formation of one's sexual identity. No research data have been found to support etiological differences between male and female homosexuality, although three girls and one in four or five boys are sexually abused by age 18, 51.7 percent of the surveyed districts did not have prevention and treatment programs. Findings indicated that the districts tend to tell staff to report abuse, but do not adequately train them regarding how to prevent and treat child sexual abuse. Follow-up tends to be highly inadequate, as does support for students. Sexual abuse prevention and treatment programs typically were offered in only one grade. Many school planning committees have assumed that teaching children to "just say no" to sexual abuse would solve the problem. Results regarding inservice topics were consistent with more conventional roles of schools to meet legal requirements versus directly addressing social issues. One-fourth of the respondents reported that their district had "no procedures" for supporting staff who had difficulty with sexual abuse issues. Program evaluation did not appear to be a priority of district programs. (LLL)

ED 345 142 CG 024 209

Zimmerman, James K.
Suicidal Adolescent Latinas: A Treatment Perspective.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Suicidology (25th, Chicago, IL, April 1-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Adolescents; *Counseling Techniques; *Daughters; Latin American Culture; *Latin Americans; Mothers; *Parent Child Relationship; *Suicide
IDENTIFIERS- *Latinas

The particular migrational and acculturative stresses and psychosocial experiences of Latino families seem to converge to create unique conditions for suicide attempts by adolescent Latinas. Adolescent Latinas may internalize the ambivalence their mothers experience about the directions taken in their own lives. Suicide attempts in adolescent Latinas can be understood as desperate efforts at connection with their mothers, attempts to integrate the contradictory horns of their dilemma. Unfortunately what often follows a suicide attempt by a Latina is an intensified but unhealthy connection with her mother, coupled with continued disruptiveness in the relationship. Engaging adolescent Latinas attempters and their mothers in psychotherapy requires careful attention to the sociocultural, developmental, and relational variables which have impinged on their lives, leading to suicidal behavior. Early in treatment it is often useful to assist both mother and daughter in identifying and clarifying the dilemma in their own terms to reframe the suicide attempt in terms of its ontological and acculturational components. A second restorative, integrative technique is to have the adolescent Latina and her mother describe their experience of the suicide attempt and events surrounding it. The intent of these interventions is to foster the ability of adolescent Latinas and their mothers to renegotiate their relationship so that mutual understanding and empathy are restored and enhanced. (ABL)

ED 345 143 CG 024 210

Freedman, Susan A.
Psychological Mindedness: A Review of Its Development, Use and

by high client satisfaction, minimal referral needs, elimination or alleviation of work-performance problems, and low or no relapse to maladaptive behaviors such as addiction or insubordination; and (3) client-centered EAPs show a cost advantage, as evidenced by outcome data. (ABL)

ED 345 162 CG 024 229

Stone, J. David; Keefauver, Larry
Friend to Friend: Helping Your Friends through Problems.
PUB DATE- 90
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Books (010)
DESCRIPTORS- Body Language; Case Studies; Communication Skills; *Friendship; Helping Relationship; Interpersonal Relationship; *Problem Solving

This book describes the friend-to-friend process, a non-professional approach for helping a friend through a problem. The first chapter presents a transcript of a high school senior working through a problem. The use of three questions which address three levels of the human personality (thoughts, feelings, and actions) is described. Guidelines are provided for using the questions, and examples are given to illustrate typical responses. Follow-up questions are included. The second chapter explains the setting, skills, and procedure for putting the friend-to-friend process to work. The elements of good listening skills are outlined. Body language is discussed, and a few of the more common forms of body language are described along with possible meanings. Physical arrangement of chairs is discussed. Examples are provided for responses that indicate when a friend's problem requires professional counseling. The third chapter contains case studies of the friend-to-friend process. Cases include a frustrated youth worker, a teenager kicked out of home, a woman with a dying mother, and a teenager drinking too much. The fourth chapter contains a conversation between two friends, and includes exercises using the friend-to-friend process. The fifth chapter provides a worksheet intended for use in the times a person might need to work through a problem alone. The sixth chapter contains additional information and insight about the friend-to-friend process. (LLL)

ED 345 163 CG 024 230

Peck, Rosalie; Stefanics, Charlotte
Learning To Say Goodbye: Dealing with Death and Dying.
PUB DATE- 87
NOTE- 173p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Books (010)
DESCRIPTORS- Attitudes; Cancer; *Counselor Role; Counselors; *Death; Emotional Problems; Fear; Grief; Patients; Program Development; Psychological Needs
IDENTIFIERS- *Hospice Care; Patient Representatives

This book is intended to help the counselor learn to work with terminal patients. The first part presents historical and cultural attitudes toward death and dying. Fear of death, the role of religion, and common myths about terminal cancer patients are discussed. The second part deals with care and of direct and indirect methods of intervention in primary preventive counseling are presented. Section III discusses two important and challenging matters facing the effective practice of this type of counseling: planning and evaluation. Section IV suggests appropriate graduate education and training necessary for the proper preparation of future primary preventive counselors. Each chapter includes: a summary; a list of issues for reflection and discussion; an annotated bibliography of highly recommended supplementary readings; and a list of references and suggested readings. (ABL)

ED 345 182 CG 024 249

Robertson, Douglas L.
Self-Directed Growth.
PUB DATE- 88
NOTE- 225p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adult Development; *Adults; *Change Strategies; *Self Actualization

This book is written for adults who are interested in learning to manage change constructively. It is designed to be useful as a self-help resource should the learner be working independently. However, it is especially intended to provide a good text for teachers or trainers who are leading credit courses or non-credit workshops on various topics dealing with adult development. The book discusses development and how it can be facilitated. Material is presented in a way which is appropriate for busy adult learners. Practice is combined with theory. After a section discussing objectives, looking ahead, sources of learning, proactivity versus reactivity, and the relationship of striving and service, Part 1 discusses development. Included in the discussion is an examination of growth versus change; perspective; people as content and process; a definition of development; and developmental phases. Part II discusses the contribution of the environment. The topics of novelty; minimizing threat; supportiveness of the learning cycle; information richness; and learning facilitators are discussed. Part III discusses what the individual can contribute, including self-awareness; growth motivation; learning skills; knowledge of the developmental process; developmental planning; and closure. Over 100 references and an index are included. (ABL)

ED 345 183 CG 024 250

Poarch, John E.
Limits: The Keystone of Emotional Growth.
PUB DATE- 90
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Adolescents; *Behavior Change; *Behavior Standards; Child Rearing; *Children; *Emotional Development; Parent Child Relationship
IDENTIFIERS- *Tolerance

The concept of limits on child and teenage behavior is discussed in this book. Section I includes the core hypothesis of the programs, resource people, periodicals for adults on youth literacy and periodicals that encourage youth to read and write, sources of inexpensive materials, audiovisuals, and software programs. The packet's third section contains six articles on literacy: (1) "A Study of Reading in Indiana Middle, Junior and Senior High Schools Executive Summary" (Jack W. Humphrey); (2) "Every Child's Right: Literacy" (Anne McGill-Franzen and Richard L. Allington); (3) "Signs Encouraging for an Upsurge in Reading in America" (George Gallup, Jr. and Frank Newport); (4) "Becoming a Nation of Readers: What Parents Can Do" (Marilyn R. Brinkley); (5) "Adding Books to a Summer Fun List" (Leah M. Lefstein); and (6) "The Right Place to Find Children" (S. K. List). (SR)

ED 345 202 CS 010 923

Donoghue, Mildred R.
Literature-Based Reading Series for Grades K-3: Are They Truly Literature?
PUB DATE- Mar 92
NOTE- 19p.; Revised version of a paper presented at the Meeting of the Washington Organization for Reading Development (Tacoma, WA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Childrens Literature; Primary Education; *Reading Materials; Reading Programs
IDENTIFIERS- California

In its current adoptions of reading series for the elementary grades, California has chosen literature-based programs rather than the more traditional basal readers. A study investigated whether the contents of such readers for grades K-3 truly consist solely of literary selections, since it is well-recognized that quality books carry heavy vocabulary loads far beyond those of beginning students. It was hypothesized that the series approved for the lower grades would contain chiefly so-called interesting storybook materials and not children's literature. The tables of contents of 40 kindergarten-primary books in the 1989 editions of 5 major reading series were examined. A point scale was devised in which points were given when the author's or author-illustrator's name; the title of the story, poem, or article; or the series it was part of was mentioned as exemplary in any of four books on children's literature (by Bernice Cullinan, Joan Glazer, John Stewig, and Zena Sutherland, authorities in the field). Results confirmed the hypothesis: only 17.4% to 29.5% of the total contents (depending on the particular series) was rated as literature using this approach. In other words, these beginning reading books can be described as a collection of engaging but undistinguished printed matter. (Four figures and seven tables of data are included. (Author/SR)

ED 345 203 CS 010 925

Ridout, Susan Ramp
A Sixties Style Reading Lesson.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Using the Paired Reading Method, this training package provides instruction for school-aged children and adults in Canada, and combines a prescribed technique for reading practice with positive feedback, discussion, and student control of learning. The training package contains: (1) a videotape which provides detailed demonstrations of the Paired Reading technique and reviews the basic steps involved in Paired Reading instruction; and (2) a manual which offers background information for educators using the videotape to train tutors and students. The manual's four chapters focus on: introducing the Paired Reading approach; organizing a Paired Reading project; using the videotape; and questions and answers about Paired Reading. Samples of inservice handouts, letters to initiate projects, and evaluation sheets are included at the back of the training package. (RS)

ED 345 222 CS 010 946

Toomey, Derek
Reaching Out to Help Low Income Parents Foster Their Young Children's Literacy Development.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Lower Class Parents; *Low Income Groups; *Parent Education; Parent School Relationship; Parent Student Relationship; Preschool Education; Program Descriptions; Program Effectiveness; *Reading Aloud to Others; Young Children
IDENTIFIERS- Australia; *Emergent Literacy

A study examined the effectiveness of the West Heidelberg (Australia) Early Literacy Project (WHELP), which helps low income and working class parents develop the literacy skills of their 4-year-old children by, among other things, reading regularly to them. The project developed through three phases with three different methods of delivering books to families: 1987-1988 via home visits; 1989 via pre-schools; and 1990-1991 via pre-school teachers. The bulk of the 60 families involved in the first phase were classified as "supportive-unsophisticated." They were interested in their children's education and keen to help out but lacked knowledge and confidence in how to help their children. While the 1987-1988 program was judged to be highly successful, the home visit strategy was very costly. In the second phase, project staff visited pre-schools and read with the children, who then took books home. The third phase was implemented by pre-school teachers using books supplied by the project. Follow-up studies of all phases were undertaken. Data included tests of literacy competence, family interviews, family interview environment, the child's interest in literacy, ethnicity, and initial knowledge/awareness. Results indicated that: (1) the project had some success in involving parents from a disadvantaged locality in reading with their 4-year-old children during all three phases; (2) working through the child's enthusiasm was an effective strategy; and (3) the project was successful in affecting children's emergent literacy learning. (Seven tables of data are included; 31 references and a description of project strategies are attached.) (RS)

Authenticating Act of Memory."
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehension; *Essays; Experience; Literary Criticism; *Memory; *Metaphors; Problem Solving; *Reader Text Relationship
IDENTIFIERS- *Conroy (Frank); *Eiseley (Loren)

The process of figuring things out probably is more intriguing than anything else. Metaphor and memory contribute to the figuring out which is done in two personal essays: "Think about It" by Frank Conroy and "The Hidden Teacher" by Loren Eiseley. Metaphor and memory close distances between text and reader, and evoke conditions of intimacy essential in making the essays believable, meaningful, and persuasive. Knowledge comes, among other means, through metaphor and the authenticating act of memory, and in their essays Conroy and Eiseley reflect upon experiences in which knowledge builds accumulatively and moments in which it comes unexpectedly. Both write of experiences in which seemingly insignificant events provide them with insight into the human condition. In each case, the reader/student accesses personal memory to envision the experiences described, then must catch up with the description or the meaning is lost. Memory of past experience authenticates the meaning of metaphor. However, as Conroy observes, understanding does not always mean resolution. Sometimes, memory will enable the observer or reader to resolve the meanings of metaphors and sometimes it will not. If there were no puzzles to solve, there would be no need for metaphors. (SG)

ED 345 242 CS 213 288

Capossela, Toni-Lee
Writing and Critical Thinking: Points of Convergence, Points of Divergence.
PUB DATE- Mar 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Critical Thinking; Educational History; Higher Education; Holistic Approach; Thinking Skills; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Composition Theory; Dewey (John); Holistic Education

Critical thinking and writing, a marriage originally made in heaven, is only now beginning to recover from a long and sterile period of estrangement. John Dewey described critical thinking as a complex, transactional, context-based web of activity involving the whole person, an activity which writing both demonstrates and promotes. The estrangement between writing and critical thinking began in the 1940s, when educators tried to quantify and assess critical thinking. Today there is a renaissance of Dewey's holistic approach to critical thinking, with theorists like John McPeck, Chet Meyers, and team was that what they set out to evaluate was by no means easy to measure. Since the team has met for only a short period of time, they cannot present definitive results nor attempt to defend a particular approach to program assessment. However, outlines of projects undertaken and reports on preliminary findings may prove useful as models for other institutions. (A brief description of 10 projects of the assessment research team, a summary of survey responses from faculty members who have attended communication-across-the-curriculum workshops, and a summary of interviews with 13 faculty members in the department of finance are attached.) (RS)

ED 345 260 CS 213 318

Junior High English Language Arts Curriculum and Program Guide.
PUB DATE- 88
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *English Curriculum; English Instruction; Foreign Countries; Junior High Schools; Language Acquisition; *Language Arts; Student Evaluation; Teaching Methods
IDENTIFIERS- Canada; Northwest Territories

Noting that both first and second language students of English need teacher help in linking their experiences and language to new situations and structures presented in the junior high classroom, this curriculum and program guide (for the English language curriculum for all students at the junior high level in Canada's Northwest Territories) provides opportunities for students to further consolidate, practice, explore, and expand language skills already acquired. The first chapter of the guide discusses the general aims of language development (K-12) and the philosophy underlying the guide. The second chapter presents the curriculum organization and the statement of content. The third chapter discusses issues encountered before classes start, including: the role of the teacher, refocusing methodology, skill development, unit planning, and types of evaluation. The fourth chapter presents issues raised in the classroom, including: integration, small group discussion, speaking, listening, viewing, writing, grammar, and writing evaluation. The fifth chapter discusses basic, supplementary, and professional learning resources. A 60-item bibliography and a discussion of the RAFTS--Role, Audience, Format, Topic, Strong verb--assignment are attached. (RS)

ED 345 261 CS 213 328

Fulwiler, Toby
Writing To Reform the English Major.
PUB DATE- 20 Mar 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992). Small print on part of one page may not be legible.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

readers, since Emig noted "Lynn's" talents and potential. Susan the adult has, however, greatly altered her writing process from her school days of little or no planning, drafting, and no revision. Today, she outlines, researches, and plans in depth, reflecting the fact that engagement and commitment prompt effort. Generally, Susan's experience with writing instruction in high school and college was unsatisfactory, with its main effect being a feeling of insecurity about her writing. Susan's experiences suggest that several popular notions about the teaching of writing are simply wrong. Instead of gaining skills from educational institutions, she received most of her encouragement from family reading and social functions, underscoring the theory that literacy education exists beyond classroom walls, and that teachers should move toward a more holistic conception of literacy. Finally, two major criticisms of Emig's book, from Stephen North and Ralph Voss, appear unacceptable based on the interviews with Susan. (HB)

ED 345 278 CS 213 345

Helms, Gerald
A Brief Case History of Janet Emig: Introduction to "The Contributions of Janet Emig."
PUB DATE- 20 Mar 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biographies; College English; Educational History; Educational Research; English Departments; Politics of Education; Professional Recognition; *Writing (Composition); Writing Instruction
IDENTIFIERS- Composition Theory; *Emig (Janet); National Council of Teachers of English

The accomplishments of Janet Emig constitute perhaps the most influential contribution to the study of how humans compose discourse and how teachers should help them. Her background prepared her for her initial goal of becoming a medical doctor, but she determined to study literature because of its enduring interest to her. As a graduate student at the University of Michigan, she was influenced by a teacher who emphasized the revision process in writing. Here, however, Janet Emig encountered sexism and was not accepted into the doctoral program. She proceeded to teach high school, and began experimenting with conferencing with students. Emig became involved in the National Council of Teachers of English, attended a Conference on College Composition and Communication convention, and was influenced by Priscilla Tyler, with whom she later studied. Emig then enrolled at Harvard and quickly took over the writing program when others involved left, but encountered difficulty in completing her dissertation due to lack of leadership. Emig taught and was denied tenure at both the University of Chicago and Lethbridge University in Canada, denials which appeared related to her gender and/or a lack of esteem for the study of composition. Finally, she moved to Rutgers, where she has remained. Seven themes emerge throughout her corpus of work: (1) an interest in pedagogy; (2) writing as process and the complexities of composing; (3) the developmental aspects of composing; (4) physiological aspects of composition; (5) the didactic functions of writing; (6) a process enabled students to improve their writing performance. One middle school from each of Delaware's 16 districts participated in the program. The project goals were incorporated into a set of four process and three outcome evaluation questions which formed the framework for the evaluation design. Results indicated that: (1) adequate orientation and training were provided to the schools; (2) most program sites started on time and implemented the program as planned; (3) a few of the schools did not take advantage of the special training opportunities and technical services offered; (4) on-site evaluation and monitoring of the first year was essential; (5) students' writing skills were enhanced through the use of computers within the context of the process approach to writing; (6) students enjoyed writing more when using computers in conjunction with their normal writing instruction program; (7) students enjoyed using the computer for learning and practicing their writing skills; (8) teachers enjoyed using the computer for writing instruction; (9) variables fostering continued implementation were support from the school district, teachers' increased knowledge and comfort, and student interest in and support of the practice; and (10) variables mitigating against the program were the limited number of computers, lack of school or district support, large class size, and lack of student interest. (Six tables of data and a figure describing the evaluation design are included.) (RS)

ED 345 298   CS 213 403

Kirkland, Nancy C.
British Literature: Increasing Relevancy for High School Seniors through Multicultural Augmentation.
PUB DATE- 92
NOTE- 103p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Classroom Research; Course Content; Course Descriptions; English Instruction; *English Literature; High Schools; *High School Seniors; *Literature Appreciation; *Multicultural Education; *Relevance (Education); Thematic Approach
IDENTIFIERS- Contact Literature

A practicum aimed to increase the relevancy (to the ethnically diverse students of contemporary classrooms) of the regular high school senior English course in British literature and composition by expanding the curriculum to include selections from countries (other than the United States) influenced by the British Colonial Empire. Using a thematic approach, works were selected to include writers representative of African, Asian, and Hispanic cultures. These additions were enmeshed into the regular canon of British authors. Learning styles and cooperative learning strategies were employed to promote cooperation and understanding within the classroom. The writing component was designed to foster self-exploration through interaction with the literature at a more personal level by means of personal essay, journal, letter, and portfolio writing. Group editing and sharing were encouraged. While the formal implementation period covered only a three-month period, the expanded syllabus covered the year-long course. The practicum outcome was positive, with results of a pre- and post-survey of students showing that each of the four ethnic groups (Asian, Hispanic, Black, and White) gained dramatically in strength of identity with major characters in the expanded

LPFR on his/her own listening behavior and then had six colleagues or associates fill out an LPFR on the listening behavior of the subject. The respondent's LPFR rating for each item was subtracted from the averaged associate rating for that item to produce a difference score. These were then factor analyzed to examine the dimensional structure underlying respondent/associate differences. Results indicated that: (1) in general, the underlying constructs of the respondent LPFR and the associate LPFR were not strongly related; (2) the perceptions that others had of an individual's acceptance of the listening role were related to how that individual rated him/herself on avoiding becoming defensive and responding emotionally; (3) associate's perceptions of an individual's professional/businesslike listening practices were related to the way the individual rated himself on professional/businesslike listening; and (3) the single factor which accounted for most of the variance on the differences scores was differences in perceptions concerning the respondent's listening for information without regard to status. Findings support a "transactional" nature of listening. (Nine tables of data and a figure showing the relationships among the difference factors on the LPFR training instrument are included; 39 references are attached.) (RS)

ED 345 316 CS 507 826

Williams, Karen J.
Problems Inherent in Applying Gadamer's Philosophical Hermeneutics to the Study of Conversation.
PUB DATE- Feb 92
NOTE- 6p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; Critical Theory; Discourse Analysis; *Hermeneutics; Interpersonal Communication; *Speech Communication; Verbal Communication
IDENTIFIERS- Conversation Theory; *Gadamer (Hans Georg)

In contrast to overly cognitive and excessively reductive information models of communication, Hans Georg Gadamer provides a viable alternative for discussing conversation. There seems to be a competition in Gadamer's writings between conversation and text, so that his project of textual interpretation has an important impact on his treatment of conversation, perhaps to the point of subversion. How the substance of a text is understood is the domain of conversation, a secondary concern for Gadamer, and his concern for texts leads his discussion in some important ways. Although he acknowledges that tradition often occurs in conversational forms, Gadamer always prefers the written text. Gadamer's textual bias can be viewed at times as problematic and too radical, and his prejudice against psychological hermeneutics may unnecessarily eliminate other processes and types of interpretation. Thus, Gadamer's understanding of conversation as interpretive may be seriously constrained by these prejudices. Still, the philosophy of language presented by Gadamer is a welcome alternative, and it is not essential that a theorist embrace his view of text as a higher priority to accept that philosophy. In fact, development of Gadamer's views might best be undertaken by communications scholars, particularly by those interested in the discursive these high school teachers are members of the same professional community; and (2) the ways their respective orientations to the work of teaching foster or inhibit the closer integration of their work. This document concentrates on aspects of professional identity and community in five sites, all comprehensive public high schools in a single state. Although the schools differ in crucial ways, the school-level differences are of less importance here than some of the commonalities in the way that academic and nonacademic teachers are positioned within them. Among the findings were that the language of subject specialization is dominant, and the structure of the departments firmly in place. A few teachers and administrators envision more permeable boundaries between subjects, more meaningful ties across subject areas, and more sensible relations between school and work. (44 references) (RR)

ED 345 338 EA 023 890

Toxic Substances: Information on Costs and Financial Aid to Schools To Control Asbestos. Fact Sheet for the Honorable John J. La Falce, House of Representatives.
PUB DATE- Jan 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- *Asbestos; Compliance (Legal); Construction Materials; Educational Facilities Improvement; Elementary Secondary Education; *Federal Aid; *Federal Regulation; *Hazardous Materials; *School District Spending; School Safety
IDENTIFIERS- *Asbestos Control

Information on the costs of and financial aid available to schools for asbestos abatement is provided in this report. Data are based on interviews with officials from 15 school districts in 5 states--Illinois, New Jersey, New York, Ohio, and Pennsylvania. Section 1 provides background on the use of asbestos in buildings, health problems, federal legislation and regulations, and the study's research design. The second section outlines asbestos safety requirements for schools as required by three federal laws--Environmental Protection Agency standards under the Clean Air Act, the Occupational Safety and Health Act of 1970, and the Asbestos Hazard Emergency Response Act of 1986. Options for reducing asbestos exposure--removal or inplace management--are described in the third section. Section 4 presents information on costs to manage or abate asbestos, with a focus on cost estimates and available federal assistance. Three tables and an appendix of major contributors to this fact sheet are included. (LMI)

ED 345 339 EA 023 903

Leithwood, Kenneth, Ed.; Musella, Donald, Ed.
Understanding School System Administration: Studies of the Contemporary Chief Education Officer. Educational Policy Perspective Series.
PUB DATE- 91
NOTE- 358p.; The research reported is substantially based on a project by faculty in the Educational Administration Department of Ontario Institute for Studies in Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Administrator Role; *Administrators; *Educational

evaluation systems and a review of scarce literature. The second section outlines a few principles drawn from scholarship on the social and organizational influence of formal leaders. The third section discusses implications of this literature for an evaluation framework based on leader/school interaction and highlights the importance of effective work relationships, principals' skill in performing organizational analysis, the power of the school interaction view, and the search for and assessment of desired outcomes. The concluding section suggests the need for developing a best professional practice standard and applying it to improve principal evaluation. (41 references) (MLH)

ED 345 358 EA 023 945

Hart, Ann Weaver
Work Feature Values of Tomorrow's Teachers: Work Redesign as an Incentive and School Improvement Policy.
PUB DATE- Apr 92
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; *Faculty Mobility; Incentives; Labor Turnover; *Quality of Working Life; Teacher Welfare; Teaching (Occupation); *Teaching Conditions; *Work Environment

The potential impacts of teacher work reform efforts on attracting and retaining the best teachers are summarized in this paper, which draws on research conducted in Utah, Colorado, and Missouri between 1985 and 1991. Bluedorn's (1982) model of turnover is used to evaluate the effects of teacher work reform on turnover, which is composed of expectations, work experiences, job satisfaction, job and professional commitment, and intentions to stay or leave. Findings indicate that academic ability and work performance affect teachers' attitudes toward turnover, and that work redesign reforms affect student performance. Four issues should be considered in designing a plan to attract and retain the best teachers: (1) the target population of quality teachers holds different work values and aspirations then do teachers of lesser ability and promise; (2) career ladders exhibit early positive effects; (3) evaluation should demonstrate the link between teacher work reform and student outcomes; and (4) there is a need for maintaining support systems. (26 references) (LMI)

ED 345 359 EA 023 947

Conley, David T.
Strategic Planning in America's Schools: An Exploratory Study.
PUB DATE- 24 Apr 92
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; Decision Making; Educational Change; *Educational Planning; Elementary Secondary Education;

IDENTIFIERS- *Texas

The evaluation of Chapter 2 program effectiveness for 1990-91 was conducted to comply with the accountability measures established by Congress in 1988. This report presents evaluation research findings concerning Chapter 2 programs implemented by local school districts and Chapter 2 discretionary projects directed by the Texas Education Agency in 1990-91. The evaluation research plan for Texas was developed in accordance with State Advisory Committee recommendations regarding data collection from local school districts with Chapter 2 programs in six targeted areas: (1) programs to provide services for at-risk students; (2) training and professional development programs for educational personnel; (3) innovative programs including those for "effective schools"; (4) programs that enhance personal excellence of students and student achievement; (5) innovative projects to enhance the educational program and climate of the school; and (6) acquisition of instructional and educational matterials. Questionnaires were mailed to 50 out of 1,041 districts that implemented Chapter 2 programs, and site visits were made in 10 of the sample districts. The assessment scope was confined to short-term or intermediate impacts. Data indicated that the schools were conscientious about applying Chapter 2 funds and evaluating programs. The local school districts and private nonprofit schools participating in the evaluation study conducted programs that varied in scope and depth and shared objectives related to improving existing educational programs and influencing students' educational experiences. Chapter 2 programs contributed significantly to school districts' students, faculty, and staff. Evaluation of discretionary projects was equally positive. Appendices list participating districts and demographic profiles, and present letters and instructions, survey instruments, and a statewide summary of Chapter 2 targeted assistance programs. (MLH)

ED 345 379 EA 023 978

Rieck, William
Student Assessment: How Supervisors Can Help Teachers.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, April 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Interprofessional Relationship; *Professional Development; Staff Development; *Student Evaluation; *Supervisory Methods; *Teacher Administrator Relationship; *Teacher Supervision

Suggestions for improving teacher assessment of student performance are presented in this paper, with attention to ways in which superintendents can help. Suggested activities include pre- and post-observation conferences, a review of the teacher's plan book, and development of a professional growth plan. Because teachers as a group often lack adequate training in student assessment procedures, supervisors can act as staff developers to help teachers acquire the necessary skills. (22 references) (LMI)

PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Community Programs; Competency Based Education; Cooperative Programs; Delivery Systems; *Developmental Disabilities; Elementary Secondary Education; *Inservice Education; Mental Retardation; Models; *Paraprofessional Personnel; Paraprofessional School Personnel; Parent Attitudes; Participant Satisfaction; Postsecondary Education; Residential Programs; *Staff Development; State Programs; Training Methods; Vocational Rehabilitation
IDENTIFIERS- North Dakota

This newsletter theme issue features articles on training of direct service staff working with persons with developmental disabilities in employment, education, and residential settings. The articles examine job training, delivery systems, training models, and implications of current approaches. The newsletter includes three articles presenting the perspectives of parents, persons with developmental disabilities, and direct service staff. Articles have the following titles and authors: "Training Challenges for the 1990s" (Teri Wallace and David R. Johnson); "Direct Service Training: Enhancing Quality through Core Competencies" (Amy Hewitt); "A View from the Inside: Direct Service Staff Discuss Training" (Sheryl A. Larson); "Parents Speak Out about Staff Training Needs"; "Respect: What Consumers Want from Direct Care Staff" (Michol Ann Jensen); "Training for Impact" (Torry Piazza Templeman and Joyce M. Peters); "Training for Paraprofessionals in Educational Settings: A National Perspective" (Anna Lou Pickett); "Training of Educational Paraprofessionals: A Success Story" (Andrea Upin et al.); "Vocational Direct Service Staff: A New Training Frontier" (William E. Kiernan and Orv C. Karan); "Creating the Right Conditions for Learning" (Jim McCaul); "Training for Personnel in Residential and Community Services" (Bob Prouty); "Competency Based Training in Action"; "From Vision to Reality: The UAP (University Affiliated Programs) Role in Training of Direct Service Staff" (Karen L. Middendorf); "The North Dakota Statewide MR/DD (mental retardation/developmental disabilities) Staff Training Program" (Demetrious Vassiliou); "Impact of North Dakota's Statewide Training: A Provider's Critique" (Mike Haring and Deb Johnson); and "Cooperative Training Efforts: A County Board and Community College" (Jeffrey J. Bassin and Marlene Hanks). A 20-item resource list of organizations and newsletters, resource guides, manuals, journal articles and books are also included. A list of the members of the National Outreach Training Directors' Council of the American Association of University Affiliated Programs is attached. (DB)

ED 345 399 EC 301 159

Child Abuse and Neglect in New York State Office of Mental Health and Office of Mental Retardation and Developmental Disabilities Residential Programs. A Review of Reports Filed October 1, 1986-September 30, 1989.
PUB DATE- Feb 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Incidence; Institutional Environment; *Institutionalized Persons; Mental

DESCRIPTORS- Agency Cooperation; *Compliance (Legal); Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Family Programs; Federal Legislation; Infants; Needs Assessment; *Policy Formation; Preschool Education; Program Implementation; *State Programs; Toddlers
IDENTIFIERS- *Individualized Family Service Plans; *Individuals with Disabilities Education Act Part H

This study identified critical factors in two states as they begin to develop family centered policies for the Infant and Toddlers Program as required by Part H of the Individuals with Disabilities Education Act. It focused on the Individual Family Service Plan, the identification of families' strengths and needs, and case management. Data were gathered through structured on site interviews with various state agency personnel. In the first state, implementation has been primarily an effort of a single lead agency while in the other implementation efforts have stressed shared interagency responsibilities. After an executive summary and introduction, the study's methodology is detailed, and the results summarized for the following areas: family strengths and needs, entitlement issues, and service coordination. Five major recommendations were made. These are: (1) states should reexamine their structures for providing early intervention services; (2) families, advocates, and providers should be fully informed of the issues and options involved in providing early intervention services; (3) multiple vehicles are needed for input from the local level to reach state policy makers; (4) the multiple agencies that provide services to this population should be identified and invested with authority; and (5) personnel from all strata of program implementation and policy making should be involved. (13 references) (DB)

ED 345 420 EC 301 181

Ramey, Craig T.
The Effectiveness of Preschool and School-Age Intervention for Children At-Risk for Learning Difficulties. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *At Risk Persons; *Early Childhood Education; *Early Intervention; Educational Methods; Grade Repetition; Home Programs; Intelligence Quotient; Learning Problems; Longitudinal Studies; *Preschool Education; *Prevention; Primary Education; *Program Effectiveness; Reading Achievement

This study examined the efficacy of two educational practices designed to prevent learning difficulties in children from high risk families (N=64) during the first 8 years of life. The preventive treatments included: (1) educational daycare plus family education from birth to age 5 followed by a home/school resource program from kindergarten through second grade; or (2) identical family education but no educational daycare followed by the identical home/school program through second grade. Among findings are the following: the most intensely treated group consistently scored higher than the other two groups; over time the IQ and reading scores of all three groups decreased somewhat; there was a significant linear effect of time but no treatment and time interaction effects; an expected rise in academic achievement by the treatment groups from immunodeficiency virus, nutrition during pregnancy, breastfeeding, feeding special children, cystic fibrosis nutrition, heart disease, food safety, microcomputer software, insurance coverage, cholesterol, osteoporosis, and food and drug interactions. The goals and activities of the Maternal and Child Health Interorganizational Nutrition Group are also described. (JDD)

ED 345 440   EC 301 201

Arcia, Emily; And Others
Potential Underutilization of Part H Services: An Empirical Study of National Demographic Factors.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demography; *Disabilities; *Early Intervention; Educational Legislation; *Family Characteristics; Federal Legislation; *Health Services; Low Income Groups; Minority Groups; Models; National Surveys; *Policy Formation; Preschool Education; Public Policy; *Social Services
IDENTIFIERS- Individuals with Disabilities Education Act Part H; *Service Utilization

In order to suggest policies aimed at preventing underutilization of early intervention services by typically underserved populations, this study reviewed the literature on utilization of health and social services, devised a generic model of service utilization, and examined the national distribution of several of the model's factors. The model of service utilization considers predisposing family factors, the family's perception of their problem, and enabling factors for services that can address the problem. Data were tabulated from the 1991 Current Population Survey which included approximately 62,500 households. Data concerning family sociodemographic factors associated with underutilization of health and social services were analyzed, considering ethnicity, income, maternal employment, family composition, maternal education, family size, and maternal age. Four types of policies are recommended to facilitate the participation of families who are typically underserved: policies that impact on families' perception of problems and needs, policies that enhance the enabling factors, policies that empower families, and policies that monitor and support services to minorities. The study's strongest recommendation is that policies that are deemed important should be planned for and instituted at the state or federal level rather than be left to the discretion of local service providers. (32 references) (JDD)

ED 345 441   EC 301 202

McCabe, Allyssa; Rollins, Pamela Rosenthal
Assessment of Preschool Narrative Skills: Prerequisite for Literacy.
PUB DATE- 91
NOTE- 53p.; Paper presented at the International Conference of the Learning Disabilities Association (Atlanta, GA, March 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

systems and improving programs through annual evaluation, local program improvement plans, and joint program improvement plans. The third section addresses ensuring increased achievement for special populations through the following methods: encouraging efforts to serve special populations; using more than the minimum number of measures; evaluating access, learning, and labor market outcomes; selecting measures that assess change over time; and selecting measures that allow for fair comparisons. A discussion of supplementary services necessary to program improvement and eight references complete the document. (KC)

ED 344 992 CE 060 989

Grebelsky, Ora
What's New in the News? Comprehension of the News among Adults with Limited Formal Education.
PUB DATE- 90
NOTE- 44p.; Published for International Literacy Year 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Content Area Reading; *Decoding (Reading); Educational Background; Foreign Countries; *Literacy Education; Newspapers; *News Writing; Reader Response; Reader Text Relationship; *Reading Comprehension; Reading Processes
IDENTIFIERS- Israel

An Israeli study determined what happens when persons with low-literacy levels read news accounts that presuppose general knowledge that the writer expects them to have, but that they may not necessarily possess. The study sample consisted of about 600 students, mostly women, in 30 literacy centers throughout the country. In each class, adult students were given a sample news article from an easy Hebrew weekly and asked to explain it. Students' explanations were written down verbatim. In addition, 2 students in each of the 30 classes studied were interviewed in 1-2 hour interviews; they read news articles on politics, economics, and human interest, and their explanations were recorded. The most important findings of the study were as follows: (1) when the readers do not understand, they interpret; and (2) the decoding process in instances of noncomprehension occurs according to a system, on both macro and micro levels. The study's contribution to reading comprehension theory lies in its highlighting of the pragmatic aspect of comprehension and in its development of a method for examining the pragmatic element by identifying, listing, and comparing the propositions of the news discourse and the reader's reconstruction of it. The study shows that prior knowledge must not be assumed and that writers should be aware of the "missing link" between their words and their readers' comprehension. (81 references) (KC)

ED 344 993 CE 060 990

Greater Hartford Alliance for Literacy. Performance Report 6/1/90-3/31/92.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Mar 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

drafting and critique of performance standards and measures were used to accomplish project objectives. Several questions related to project results and accomplishments were addressed: What are the new evaluation requirements in the Perkins Act? What guidance literature meets Perkins requirements? What are other states doing in program evaluation? How should local requirements of the Perkins Act be met? and What procedures ensure accountability for Texas secondary vocational programs? It was concluded that Texas is proceeding toward a useful evaluation system, but the project is substantially behind schedule. Attention to coordination of postsecondary programs with business/industry was recommended. (Eleven tables and seven appendices are included: work plan abstract, 1990-1991; advisory committee; annotated bibliography; summary of advisory ommittee meetings; core performance standards; and project rk plan abstract, 1991-92.) (NLA)

ED 345 011 CE 061 034

A Model To Improve the Quality and Quantity of Minority Student Participation in Vocational-Technical Education Programs.
PUB DATE- Oct 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blacks; *College Programs; Educational Planning; Hispanic Americans; *Minority Groups; *Models; Program Implementation; *School Holding Power; School Registration; Student College Relationship; *Student Personnel Services; Student Recruitment; Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *City Colleges of Chicago IL Chicago City Wide Coll

This model, implemented at Dawson Technical Institute in Chicago, suggests an interrelated network of services that provides program applicants with services needed to enroll in a vocational or academic program. The model helps program staff recruit, counsel and, upon completion of vocational programs, assist minority students in finding programs or employment related to their career goals. The model uses a team management approach, which establishes processes through which departments of the institution can work together to help resolve student problems and institutional concerns. The model is made up of the following eight components: (1) recruitment; (2) intake/admissions; (3) assessment; (4) counseling/career planning; (5) financial aid/registration; (6) program placement/retention; (7) job placement; and (8) follow-up/evaluation. The model has been implemented successfully at Dawson, with enrollment in vocational programs almost tripling in 3 years. Thirty-one appendixes contain the following model materials: the recruitment process flowchart; formats for press releases, public service announcements, flyers, congratulatory letters, and contact letters; log sheets; agenda format; speaker's bureau request form; project letters; registration procedures; career plans; course evaluation sheet; instructional plans; retention form and letter; student withdrawal form; course outlines for college survival and career development courses; student follow-up letter; and follow-up report format. (KC)

ED 345 012 CE 061 040

Philosophy; *Educational Policy; *Education Work Relationship; *Futures (of Society); *Institutional Cooperation; Policy Formation; Postsecondary Education; School Business Relationship; Secondary Education
IDENTIFIERS- *Council of Chief State School Officers

The current priority of the Council of Chief State School Officers is to improve education and experiences that bridge youth and adulthood and prepare youth for immediate or eventual productive careers after high school. To that end, the council supports cooperative education; "tech prep"; youth apprenticeship; mentoring; service learning; and shared responsibility and commitment among schools, employers, and employee organizations. Expanding on previous initiatives that have helped to structure pathways for young people from high school to college and through vocational education to work, the council points out the challenge to expand the opportunities for all students to reach high levels of academic achievement and introduction into the work world. Some principles for change include the following: (1) schools must view preparation of youth for employment as part of their primary responsibility; (2) every student should participate in a program that guarantees access to postsecondary education, training, and employment; and (3) alliances among schools, employers, and employee associations must be formed. Strategies suggested include the following: developing an awareness of what should be taught in schools; making a commitment toward research into the kinds of behavior needed for adult roles; reorganizing instruction so that students become active participants; restructuring secondary education to integrate the academic, vocational, and general curricula; and providing supported work opportunities for students. (KC)

ED 345 030 CE 061 115

Handbook on the Organization and Management of Distance Education Study Centres.
PUB DATE- 90
NOTE- 83p.; Product of the Regional Cooperative Programme in Higher Education for Development in Asia and the Pacific.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Distance Education; Educational Administration; *Educational Facilities Design; *Educational Facilities Planning; Foreign Countries; Open Universities; Postsecondary Education; *Study Centers
IDENTIFIERS- Asia Pacific Region

This handbook discusses the role, structures, organization, and management of study centers as they operate in different postsecondary settings in the Asia Pacific region. Eight chapters and a postscript are included: (1) introduction; (2) what is a study center; (3) why might an institution want study centers--functions, architectural types, staffing/management, study center systems, and examples of study center types; (4) why might students want study centers--distance education philosophy, student demographic characteristics, sociological factors, educational technology, and administration convenience; (5) how might study centers be set up--minimizing distance and reducing isolation, learning facilities access, improving communications, and cost reduction; (6) what rooms, equipment, and materials might be needed in a study center; (7)

agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for accounting occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter accounting. The occupational, academic, and employability skills for this occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the nine units are as follows: general accounting functions; specialized accounting functions; inventory records; office technology; records management; general office functions; communications; professionalism; and employability skills. (KC)

ED 345 049 CE 061 143

Administrative/Secretarial Services. Ohio's Competency Analysis Profile. Revised.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 92
NOTE- 20p.; For related documents, see ED 338 827-852 and CE 061 142-176. Adapted from the "PSI Office Occupations Model Curriculum for Secondary Business Education."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; *Business Skills; Competence; *Competency Based Education; Employment Potential; Entry Workers; Job Analysis; Job Skills; *Office Occupations Education; Postsecondary Education; *Records Management; Secondary Education; *Secretaries; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for administrative and secretarial occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skill, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the seven units are as follows: communications; office technology; financial functions; records management; support tasks; professionalism; and employability skills. (KC)

Vocational Education; Welding
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for power equipment technology occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 24 units: professional behavior; hand tools; shop equipment; fasteners; welding, soldering, and heat-treating equipment; manufacturer's parts, service, and software materials; disassembly, inspection, and reassembly of two-cycle and four-cycle engines; ignition systems; fuel systems; governor systems; lubrication systems; cooling systems; lighting, accessory, and charging systems; engine tune-up; removing and stalling engines; power takeoff accessories; motion drive systems; frame, suspension, and steering systems; tires, wheels, and brakes; servicing multicylinder engines; troubleshooting; equipment maintenance and storage; customer relations; and employability skills. (NLA)

ED 345 068 CE 061 162

Practical Nursing. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jan 92
NOTE- 41p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Competence; *Competency Based Education; Disease Control; Employment Potential; Entry Workers; First Aid; Health Services; Job Analysis; Job Skills; *Nurses; Occupational Information; Postsecondary Education; *Practical Nursing; Safety; Secondary Education; Task Analysis
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for practical nursing. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter practical nursing. The occupational, academic, and employability skills for this occupation are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing

Planning Places for Adult Learning.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Learning; *Classroom Design; *Classroom Techniques; *Educational Environment; *Educational Facilities Planning; Geometric Constructions; *Learning Activities; Physical Environment; Postsecondary Education; Teaching Methods; Visualization

This two-part article discusses the role of the physical environment in adult learning. In the first part, two activities--environment introduction and visualization--are discussed as ways to develop an awareness for improving the learning environment. In the second part, two planning activities--mapping and geometric coding--are discussed as ways to improve the learning environment. The discussions conclude that attending to the physical environment is a beneficial activity that can enhance learning. The activities can be used by adult educators to evaluate the match between learning behavior and place and to add a dimension to adult teaching methods. (KC)

ED 345 086 CE 061 187

Skills Enhancement Literacy Project of Hawaii (II). Final Project Performance Report. April 1, 1990 to February 29, 1992.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 29 Feb 92
NOTE- 47p.; For a related document, see ED 324 449.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Cooperative Programs; *Education Work Relationship; English (Second Language); High School Equivalency Programs; *Hospitality Occupations; *Institutional Cooperation; *Literacy Education; Outcomes of Education; *Program Effectiveness; School Business Relationship; Tutorial Programs
IDENTIFIERS- Hawaii; ITT Sheraton Hotels HI; *Workplace Literacy

A review was conducted of a project to teach, upgrade, and improve the literacy skills of employees of ITT Sheraton Hotels in Hawaii. The project offered three basic modules on workplace literacy skills: English as a second language, basic skills, and General Educational Development Test preparation. It served a total of 534 employees from May 1, 1990 to February 29, 1992 through individual tutorials, classes, and workshops. The evaluation determined that participants improved their job-related literacy skills. The project successfully used job-related materials to train employees for their jobs and to cross-train them for other jobs. Barriers to participation were removed by making the programs free and convenient and by providing time for employees to participate. All partners--University of Hawaii at Manoa's College of Education, ITT Sheraton Hotels, and other colleges and employers--were actively supportive of the project. The evaluation showed that the project served 67 percent of the targeted population of 800 employees; however, it was thought that the goal had been set too high. Project information was shared with a variety of

DESCRIPTORS- *Adult Education; Economic Factors; Educational Development; Educational Finance; *Educational History; Educational Needs; Employees; Foreign Countries; *Labor Education; *Nontraditional Education; Program Development; Unions
IDENTIFIERS- *England (Cornwall); *Workers Educational Association

This book contains five essays that recount the story of Britain's Workers' Educational Association (WEA) in particular and adult education in general in Cornwall since 1919. "An Idea Moves West: The Days before 1919" (Bernard Deacon) discusses the birth of the movement. The problems of chronically high unemployment, low wages, and emigration that faced potential adult education organizers in Cornwall in the early 1900s are shown to reappear following World War I. "The Inter War Years: Making It Work 1920-38" (Bernard Deacon) continues to place the early days of the WEA in the wider social fabric of the time. It describes economic problems leading to the need for financial backing from Carnegie Trust funds; the WEA from 1929-33; and the ability of the WEA to hold on in the 1930s despite the economic situation. Other aspects of the WEA discussed include class offerings, tutors, students, geographical constraints, the branches, and campaigning for education. "The Troubled Years: 1939-1953" (Gordon McCallum) focuses on the role of WEA during the war years, post-war growth, university relationships, rumors of independence, and damage limitation. "Calm after the Storm: 1954-1969" (Gordon McCallum) discusses other crises of policy and administrators, such as Oxford linkages, Summer and Weekend Schools, and the Development Scheme, which offered sample courses. "New Faces, New Themes: 1970-1989" (John Hurst) widens the context to place the WEA within adult education as a whole. (YLB)

ED 345 105 CE 061 249

Brown, James M.; And Others
Formulating a Conceptual Model of Motivation: Implications for Enhancing Accommodation of At-Risk Learners in Postsecondary Vocational Education Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educationally Disadvantaged; *Educational Theories; *High Risk Students; Influences; Learning Motivation; Literature Reviews; *Models; Postsecondary Education; Student Characteristics; *Student Motivation; *Vocational Education

The literature and prior research findings support the belief that motivation-related strategies must be developed to support at-risk learners in postsecondary vocational programs. Essentially, two fundamental approaches have been used to conceptualize motivation. Mechanistic approaches ignore the thinking processes of humans and stress the presence of drives that influence motivation. Cognitive, organismic approaches focus on thinking and information processing. Theory development began with the more mechanistic view and has moved progressively toward adopting a combination of these perspectives, insisting that motivation should involve basic drives or needs as well as the influences of thought processes. The Comprehensive Motivation Model (CMM) that emerged from an analysis and synthesis of the literature depicts the theories suggest that disruption of the relationship with the same-sex parent may have occurred. The most effective treatment for those wishing to change their orientation appears to utilize both group and individual therapies, although some recurrence of homosexual feelings and behaviors seems likely. Further study is required to determine factors affecting maintenance of change and continued progress following treatment. (LLL)

ED 345 123 CG 024 188

Simon, Robert; And Others
Evaluation Project of a Postvention Program.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Conference of the American Association of Suicidology (25th, Chicago, IL, April 1-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; High Schools; High School Students; *Prevention; Program Implementation; *Suicide
IDENTIFIERS- Canada; Parasuicide; *Postvention

A student suicide or parasuicide increases the risk that potentially suicidal teenagers see suicide as an enviable option. The "copycat effect" can be reduced by a postvention program. This proposed evaluative research project will provide an implementation and impact evaluation of a school's postvention program following a suicide or parasuicide. The implementation evaluation consists of a post-test of the experimental group only. The impact evaluation uses a pre-test/post-test quasi-experimental design with a nonequivalent control group. For the implementation evaluation, the independent variables for program characteristics are relative advantage, compatibility, complexity, triability, and observability. The independent variables for team characteristics are credibility, adaptability, availability, attention, affability, and usefulness. The dependent variable is the implementation level. For the impact evaluation, the independent variable is the program, and the dependent variables are knowledge, attitudes, and ability of the participants. All data will be collected by self-completed questionnaires and analyzed with the chi-square distribution. This project will contribute to the development of an effective implementation strategy of a postvention program and will provide the occasion to improve the postvention program in the high schools of the Saguenay-Lac-St-Jean region in Quebec, Canada. If the conclusions are positive, the Centre de Prevention du Suicide 02 will offer the opportunity to all high schools in the region to implement the postvention program. (LLL)

ED 345 124 CG 024 189

Substance Abuse Prevention and Intervention Programs in New York City Schools. OREA Report.
PUB DATE- Mar 92
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; Drug Abuse; Elementary Secondary Education; Family Counseling; Group Counseling; Longitudinal

Overuse.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Client Characteristics (Human Services); Counseling Techniques; *Counseling Theories; Counselor Characteristics; *Counselor Client Relationship

The term "psychological-mindedness" is used frequently. It is thought necessary to facilitate the therapeutic process. Clients who are psychologically minded are expected to benefit more fully from the process of therapy. Psychological-mindedness of a client may also play a role in motivation, which is regarded as having an enormous influence upon outcome. It is expected that the therapist be psychologically minded. It has been noted that it may be problematic when and if this same approach generalizes to the life of the therapist outside the therapy session. The overdevelopment of psychological-mindedness of a therapist may adversely affect clients in two ways. Therapists who are themselves emotionally drained and unable to experience close interpersonal relationships may not be well equipped to coach others toward new and better patterns of behavior and relationships. Teaching psychological-mindedness to clients may, especially in the case of more psychoanalytic therapies, teach skills and ways of interacting which are not appropriate to everyday life. Clients having interpersonal difficulties must learn not only to relate to the therapist in an appropriate manner, but must learn how to relate to people in their environment. Beginning therapists must not only learn to utilize and expand their own psychological-mindedness, but also need to learn to utilize boundaries, thereby confining it to specific areas of their life. (ABL)

ED 345 144 CG 024 211

Carnevale, James P.
Counseling Gems: Thoughts for the Practitioner.
PUB DATE- 89
NOTE- 172p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Client Characteristics (Human Services); *Counseling; *Counseling Techniques; *Counselor Role; *Counselor Training; Graduate Students; Higher Education; Termination of Treatment

This book contains 110 "gems" about counseling situations gleaned from a practitioner's experience as an advisor to practicum students in counseling in which he advised students on different ways to think about counseling situations. The suggestions are organized under eight headings. The first 19 suggestions deal with counseling philosophy and points of view and the next 10 focus on goals and boundaries of counseling. Five suggestions are included in a section of clients' reasons for counseling and 21 suggestions are specific to the counselor's role in counseling. Nine suggestions focus on problems encountered in counseling and 31 suggestions are concerned with counseling techniques and procedures. Thirteen treatment of terminal patients. The significance of attitudes toward terminal patients, emotional needs of the dying, and the ultimate aloneness of dying are examined. The third part discusses patient advocacy. The role of the professional, staff, and family are presented, and emotional needs of children are identified. The fourth part contains information about termination. Learning to say good-bye, an authentic therapeutic encounter with a dying person, issues for when a patient dies, and language as a defense mechanism are presented. The fifth part examines changing attitudes toward death and dying. Changing attitudes within health care facilities, and hospices are discussed. The sixth part contains guidelines for thanatology program development. The need for thanatology programs is discussed. General purpose guidelines are presented, as well as program implementation guidelines. Role playing situations are included to help staff members deal with their own fears about death and dying, and the rights of terminal patients are outlined. An example of what it feels like to die is presented to personalize feelings about death and dying. (LLL)

ED 345 164 CG 024 231

Renard, Sue; Sockol, Kay
Creative Drama: Enhancing Self-Concepts and Learning.
PUB DATE- 87
NOTE- 141p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Counseling Techniques; *Creative Dramatics; Elementary Education; *Elementary School Students; Group Counseling; Group Dynamics; Group Guidance; *Self Concept; *Self Esteem

This book presents activities designed to enhance components of a healthy self-concept in elementary school children. The first, second, and third chapters contain building blocks for techniques used in creative drama. The first chapter gives plans which establish group cohesion, teach skills needed for future lessons, and give facilitators techniques for implementing activities. The second chapter provides activities to teach the skills of concentration, sensory and emotional awareness, movement, imagination, communication, and cooperation. The third chapter includes instruction in the development of characterization, dialogue, plot, theme, or idea. The fourth through eighth chapters contain lessons which emphasize the five components of healthy self-esteem: belonging, power, uniqueness, role models, and process. Each lesson contains the same format including a focus, introduction, preparation, warm-ups and cool-downs, directions and activities, discussion, and summary. The focus section highlights the key concepts of the activity. The introduction contains the guidance rationale for the activity and explains how the key concepts will be helpful in enhancing self-esteem and learning. The preparation component looks at what psychomotor activity or sensory motivation will be effective for the activity, and the warm-ups and cool-downs introduce or conclude the directed activities. The directions and activities component discusses how the activity will be structured, and the discussion focuses on the types of questions that will enable participants to engage in high level thought processes of knowledge application, analysis, and synthesis. (LLL) theory of limits and discusses these essential concepts: (1) the pleasure/pain principle (the need to increase tolerance for stimulation in the pain center of the brain in order to be able to tolerate more stimulation in the pleasure center, the center that correlates with emotional growth); (2) maturation (ways in which personal energies get in the way of the maturity/immaturity continuum; (3) the dynamic struggle (the necessity to struggle against tendencies toward overprotectiveness); and (4) stress (increasing one's tolerance for stress). Section II discusses those areas of psychological development commonly delineated by mental health care professionals and claims that emotional maturity is achieved through overcoming fear of dependency, aggression, and sexuality, not by increasing or decreasing amounts. Section III shows how setting limits and administering consequences can increase tolerance for all stimuli in both parent and child. Section IV is about letting go, saying "good-bye," and the ultimate "good-bye" of death. It is noted that ideally emotional growth results in being able to let go, face goodbyes appropriately, and accept the fact that aging and death are inevitable. (ABL)

ED 345 184 CG 024 251

Haasl, Beth; Marnocha, Jean
Bereavement Support Group Program for Children. Leader Manual and Participant Workbook.
PUB DATE- 90
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Children; *Coping; *Death; *Grief; Group Counseling; Social Support Groups

A leader's manual and a participant's workbook for a bereavement support group program for children aged 5 to 15 are combined in this document. The leader's manual discusses the program's rationale and objectives; how to establish the group; facilities; leaders' responsibilities, characteristics, and time commitment; children's grief reactions and caregiver techniques; and skills effective in grief counseling. Five sessions are discussed in the leader's manual and participants' worksheets are included in the participant's workbook. The first session provides an introduction and discussion of death and grief. Activities include an introduction to group sessions, a warm-up activity, sharing death experiences, drawing a picture of life/death, and a grief letter. The second session discusses feelings and self-esteem. Activities include a warm-up activity, listing feelings, pictures of feelings, picture of family grief, paper plate activity, and guilty feelings. The third session focuses on memories. Activities include a warm-up activity, memory sharing, and a memory collage. The fourth session discusses the funeral process. Activities in this section include a picture of the funeral, explaining the funeral process, felt storyboard, and sentence completion. The fifth session focuses on coping with grief and provides a wrap-up of the program. Activities include puppet play, constructive ways to cope with grief, letters, family changes, wrap-up with participants, and wrap-up with parents. Supplemental activities are included. (ABL)

DESCRIPTORS- Class Activities; Grade 6; Instructional Innovation; Intermediate Grades; Lesson Plans; *Reading Instruction; *Reading Strategies; *Songs
IDENTIFIERS- *Greatest Love of All (The); Text Factors

Reading strategies can be taught at various grade levels using songs as texts. The thought-provoking song "The Greatest Love of All," sung by Whitney Houston, was used with a group of sixth-grade students, using the Reading/Singing strategy. The steps in the reading lesson were: (1) motivate the children so they will eagerly anticipate the lesson; (2) introduce the vocabulary in the song; (3) set a purpose for reading/singing the song; (4) read or sing the song's words; (5) ask questions pertaining to the song; (6) sing the song again; (7) incorporate skills or strategies into the lesson; and (8) extend/enrich the lesson. When using lyrics for reading material as opposed to basal texts, reading pressures are fewer, topics of discussion are often deeper, and overall successes are great. (RS)

ED 345 204 CS 010 926

Gillingham, Mark G.
Goal-Directed Reading of Complex, Embedded Hypertexts: Effects of Goal and Interest on Search Strategies and Selective Attention.
PUB DATE- 21 Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Higher Education; *Hypermedia; Reading Comprehension; Reading Research; *Reading Strategies; *Search Strategies; Text Structure
IDENTIFIERS- Questions

A study examined what happened when a group of adult students read a hypertext for the goal of answering specific questions. Subjects, 30 students enrolled in an upper-division psychology course at a state university in the northwestern United States, read a binary tree-structured hypertext to answer three two-part questions on the topic of cosmology. Data consisted of responses to the questions, traversal paths, time spent in hypertext nodes, and time spent at the "questions" screen. Results indicated that: (1) most readers found the two-part questions difficult to answer, although more successful readers chose important hypertext nodes more often and read them relatively longer than unsuccessful readers; (2) questions posed to the hypertext readers differed in difficulty as a direct result of the complexity of their traversal paths; (3) readers who adopted a depth-first search strategy were more successful than readers who used a breadth-first search strategy; and (4) readers who reinspected their responses were more likely to be successful. Hypertext may be beneficial as a writing medium wherein readers respond to writers by writing within the format of a hypertext. (Six figures representing hypertext screens, and two figures and two tables of data are included; 19 references are attached.) (RS)

ED 345 205 CS 010 927

Calvert, Sandra L.
Impact of Singing on Students' Verbatim Recall and Learning.
PUB DATE- Aug 91

ED 345 223 CS 010 947

Beals, Diane E.; Smith, Miriam W.
Eating, Reading, and Pretending: Predictors of Kindergarten Literacy Skills.
PUB DATE- 20 Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Communication Skills; Factor Analysis; *Family Influence; Family School Relationship; *Kindergarten; *Literacy; Longitudinal Studies; Predictive Measurement; Predictive Validity; *Predictor Variables; Preschool Education; Reading Research; *School Role; Young Children
IDENTIFIERS- *Conversation; Massachusetts (Boston)

A longitudinal study called The Home-School Study of Language and Literacy Development examined the relationships between the kinds of talk that children experience at home and school at ages 3 and 4 and measures of literate abilities at age 5. Subjects, 87 children in 2 cohorts of 42 and 45 children from low-income families living in the Boston, Massachusetts area, were audiotaped during specific verbal interactions. Home visits took place when the children were age 3 and again at age 4: subjects were audiotaped as they interacted with their mothers at home and with their peers and teachers at school. Transcripts were coded for specific kinds of talk. Subjects took a battery of standardized tests at the end of their kindergarten year. Results indicated that: (1) the predictive power for later vocabulary development shifted between ages 3 and 4 from the child's ability to produce more sophisticated language at home and school to richness of talk within the environment at home and school; (2) a similar age-related shift occurred for the story comprehension measure; (3) home factors did not show predictive power for children's abilities to define a series of words; and (4) the kinds of talk that require children to remove themselves from the immediate context of interaction were essential to the development of literacy and language skills. Findings demonstrate the complementary nature of home and school factors as they influence children's early language environments. (Thirteen tables of data are included; 33 references are attached.) (RS)

ED 345 224 CS 010 948

Reading Assessment: How Do We Measure Understanding? Workshop Leader's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 91
NOTE- 237p.; Developed by the staff of the Specialty Option on Curriculum and Instruction.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; High Risk Students; Inservice Teacher Education; Instructional Materials; *Reading

Anthony Petrosky envisioning it as the basic epistemic of every course. Further, these and other theorists are realizing that writing both demonstrates and fosters critical thinking. The link between writing and critical thinking is fundamental to several influential and rival composition theories: the cognitive approach, the social constructionist approach, and the epistemic approach. Writing becomes a form of learning in and of itself through the epistemic approach, as exemplified by the writing assignments for the difficult, often thorny reading selections found in the anthology "Ways of Reading." Finally, composition teachers are borrowing from the specific vocabulary and methodologies of critical thinking, and often are attributing the success of their pedagogy to its foundations in critical thinking concepts, thus emphasizing a solid reconciliation and a future of joint creativity. (Eighteen references are attached.) (HB)

ED 345 243 CS 213 290

McCarthy, Lucille
Intertextuality in Psychiatry: Revising the DSM-III Charter.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Interprofessional Relationship; *Psychiatry; *Revision (Written Composition); *Writing for Publication; Writing Research
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders; *Intertextuality; Rhetorical Strategies

The revision of the psychiatric profession's diagnostic taxonomy, the "Diagnostic and Statistical Manual," also known as "DSM III," is underway. The process will result in the publication of "DSM-IV." Those involved in the revision seek both to make as few changes as possible and to satisfy an entire field. The Revision Task Force must convince mental health professionals that the DSM-IV is an improvement over the DSM-III and a previous revision known as DSM-R. Task force leaders seek to convince their profession, in a series of journal articles, that while the DSM-IV will leave the previous editions mostly unchanged, it will also be more empirically based than the earlier versions. At the same time, the leaders seek to place their work in line with past editions by using empiricist language to describe the development of all three manuals. The aim of the narratives is to argue that the major innovation of the new edition is not surprising new content, but rather, the systematic nature of the revision process. Observations of the revision process in one subcommittee suggested that the process does in some ways match the representations of it by task force leaders as more open, explicit, and empirical than previous ones. However, further data analysis may show that the DSM-IV process is more like the earlier revision processes than task force accounts would have the mental health community believe. An appendix presents contrasting excerpts from DSM-III-R and DSM-IV. (SG)

ED 345 244 CS 213 291

Miller, Richard E.
Not Just Story Collecting: Towards a Critical Ethnography.

DESCRIPTORS- *College English; Course Descriptions; *English Departments; English Instruction; Faculty Publishing; Higher Education; Literature; Teacher Role; *Writing Across the Curriculum

IDENTIFIERS- *English Majors; English Teachers; *University of Vermont; Writing Development

This report outlines the impact of the University of Vermont's writing-across-the-curriculum program on the development of the English major. Included in the report are: (1) a summary of the faculty writing project, with a list of premises and practices; (2) descriptions of four books published collaboratively by members of the English department and other departments at the University of Vermont: "Programs That Work," "A Community of Voices: Reading and Writing in the Disciplines," "Reading, Writing, and the Study of Literature," and "Angles of Vision"; (3) a description and schematic outline of the writing curriculum; (4) a list of guidelines for English majors at Vermont; (5) a description of a new discussion-based introductory course focusing on reading, writing, and the study of literature; and (6) a report prepared for the university administration explaining the benefits of the writing program. Also included in the report are a number of reproduced documents which are content related: an application to attend the faculty writing workshop; the covers of the four collaborative books concerning the role of writing in teaching and reading and writing about literature; a schematic of Vermont's writing program; pages from the Vermont College catalogue describing changes in course offerings; a proposal by the Writing Committee for a new writing concentration for English majors; and the results of an informal survey of both English faculty and senior English majors about their responses to the changes in curriculum. (HB)

ED 345 262 CS 213 329

van de Gein, Jannemieke

The Sense of Sentences: A Study into the Effects of Grammar Instruction upon Junior Writing = De Zin van de zin: Een studie naar de effecten van grammatica-onderwijs op teksten van jonge schaitchrijvers.

PUB DATE- 17 May 91

NOTE- 165p.; Ph.D. Thesis, University of Utrecht (Netherlands). Small print on some pages may not reproduce legibly.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; Foreign Countries; *Grammar; *Instructional Effectiveness; Sentence Combining; *Sentences; Sentence Structure; Theory Practice Relationship; Writing Research

IDENTIFIERS- *Writing Development

This book presents the final report on a study into the effects of grammar instruction upon aspects of the writing of nine-year-old students. After an introductory chapter, the second chapter expounds the theoretical background to the study. The third chapter of the book introduces the experimental programs, the dependent variables, and the adjoining hypotheses. The fourth chapter, on composing, classifying, and constructing, deals with the courses competing in this study. The fifth chapter describes the instruments used to measure the effect of the treatment. The sixth chapter describes what happened, and how, and when, in the actual experiment; the seventh chapter presents tables of data. The eighth chapter discusses the constructivist philosophy of writing; and (7) the academic profession. (A list of Emig's major publications is attached.) (HB)

ED 345 279 CS 213 346

Curtis, Donnelyn
The Literature of Technical and Professional Communication: Citation Patterns and Bibliographic Control.
PUB DATE- May 92
NOTE- 74p.; M.A. Thesis, New Mexico State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Business Communication; Citation Analysis; Classification; Higher Education; *Intellectual Disciplines; Library Instruction; Library Materials; *Professional Education; *Scholarly Journals; *Technical Writing
IDENTIFIERS- Professional Concerns

Through an examination of the technical and professional writing profession as it defines itself and through a citation analysis of its journals, this thesis highlights the literature, identifies access problems, and suggests some strategies for confronting bibliographic obstacles. After a brief introductory chapter, the second chapter of the thesis examines how the discipline defines itself through its professional associations, the characteristics of its practitioners, and its place in the univesity. The third chapter presents a citation analysis of the eight core journals published in 1990 and 1980 and reports that: (1) although academic programs in technical and professional communication are physically positioned in humanities units, the research literature resembles that of that of social science; (2) the interdisciplinary connections of this literature are to social science disciplines, with the exception of English and computer science; (3) the citations indicate that there are two distinct but not mutually exclusive subdisciplines, business communication and technical communication; and (4) there was a vast increase in the number of citations per article in all the journals. The fourth chapter of the thesis details general and specific problems of bibliographic control for a discipline thus defined, proposing some strategies for confronting bibliographic obstacles. Fourteen tables and six figures of data are included; 50 references are attached. (RS)

ED 345 280 CS 213 347

Smith, Carl B.
Grammar Handbook for Home and School. Using Your Language Series.
PUB DATE- 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; Form Classes (Languages); *Grammar; *Punctuation; Resource Materials; Secondary School Students

Intended as a home resource book for children, this grammar handbook is a quick reference source for questions on grammar and punctuation. The book provides information, as well as sentences to illustrate each definition and guideline, about the most frequently used terms in grammar and punctuation. The

British literature curriculum. Results support the perceived need for educators to attend to minority students' need to encounter role models representative of their particular cultures. (Four figures and 11 tables of data are included. Thirty-five references and four appendixes--containing a questionnaire, the surveys, and the course outline--are attached.) (Author/SR)

ED 345 299 CS 213 409

Crowe, Chris
Error Patterns in Research Papers by Pacific Rim Students.
PUB DATE- 26 Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *English (Second Language); *Error Patterns; *Foreign Students; Higher Education; *Research Papers (Students); *Writing Difficulties; Writing Research; Writing Strategies
IDENTIFIERS- *Asian Students; *Pacific Rim

By looking for patterns of errors in the research papers of Asian students, educators can uncover pedagogical strategies to help students avoid repeating such errors. While a good deal of research has identified a number of sentence-level problems which are typical of Asian students writing in English, little attempt has been made to consider the specific problems which a long research paper presents. Of these problems, Asian students have the most difficulty integrating sources from research and developing transition, unity, and cohesion. These problems stem not necessarily from different thought patterns or primary language interference, but from the challenge of dealing with two different rhetorical systems. Asian students also tend to over-rely on formulas and patterns by mimicking models or sample papers. Another problem, blatant plagiarism, may be related to an Oriental emphasis on memorization and an inability or unwillingness to paraphrase. Asian students also often have difficulty with research as a process. Generally, these errors seem due to different educational and rhetorical backgrounds, so that the most effective pedagogy will not dismiss their previous training, but integrate it and build on it. (Fifteen references are attached.) (HB)

ED 345 300 CS 213 412

Shelnutt, Eve
Undergraduate Writing Programs in the 90's: Facing the Realities.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Creative Writing; Higher Education; Peer Teaching; *Reading Writing Relationship; Student Needs; *Teacher Role; Teaching Methods; *Undergraduate Students; *Writing Instruction; Writing Teachers; Writing Workshops

accomplishment of all forms of understanding. (HB)

ED 345 317 CS 507 829

Beals, Diane E.
Explanation as Co-constructed Discourse: A Study of Conversations in Low-Income Families of Preschoolers.
PUB DATE- 22 Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Discourse Analysis; Family Environment; *Interpersonal Communication; *Low Income; *Parent Child Relationship; Parents; *Preschool Children; Preschool Education; Social Influences; Young Children
IDENTIFIERS- *Conversation; Explanations; Explanatory Speech; *Family Communication Pattern; Project Head Start

A study examined the role that children, mothers, and fathers played in the construction of explanations in a corpus of mealtime conversations. Data for the study were drawn from conversations collected as part of the Home-School Study of Language and Literacy Development. Subjects, 32 preschool children eligible for the Head Start program and their mealtime conversation partners, had their mealtime conversations tape recorded once per year when the children were three, four, and five years of age. The majority of the children were white males. Conversations were transcribed and analyzed. Results indicated that: (1) mothers were the central players in explanatory talk, doing most of the explaining overall, producing over half of all "give explanation" and "propose explanation" moves; (2) the children produced one-fifth of these moves; (3) in contrast, children and mothers requested equivalent numbers of explanations overall; (4) mothers tended to request more internal states explanations and evidential explanations than their children; (5) children requested more intentional/command, consequential, and causal explanations than mothers did; and (6) there were some differences in conversational structure across types of explanation. (Three tables of data are included; 18 references are attached.) (RS)

ED 345 318 CS 507 835

Workman, Brooke
Teaching the Sixties: An In-Depth, Interactive, Interdisciplinary Approach.
PUB DATE- 92
NOTE- 229p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Studies; Course Descriptions; Course Organization; High Schools; Humanities Instruction; *Interdisciplinary Approach, Modern History; *Popular Culture; Thematic Approach; *United States History
IDENTIFIERS- *1960s

This detailed handbook for a one-semester high school Humanities course is designed to teach students a method of understanding American culture and values which they can use to investigate and analyze the artifacts of the 1960s. The handbook's sections

Administration; Elementary Secondary Education; Foreign Countries; *Occupational Information; Problem Solving; *School Administration; School Effectiveness; *Superintendents; Work Environment
IDENTIFIERS- *Canada

This volume presents several distinctive but related empirical studies and opinion pieces about chief education officers (CEOs). The collection begins with (1) "Introduction: A Framework for Understanding School System Administration" (Kenneth Leithwood and Donald Musella). Section A, "Chief Education Officers' Practices and Effects," contains the following chapters: (2) "Setting, Size and Sectors in the Work Environment of Chief Education Officers" (Derek J. Allison); (3) "Policy Administration as Rhetoric: One Leader and His Arguments" (Richard G. Townsend); (4) "The Influence of Chief Education Officers on School Effectiveness" (Donald Musella and Kenneth Leithwood); and (5) "Negotiating the Master Contract: Transformation Leadership and School District Quality" (Linda LaRocque and Peter Coleman). Section B, "Why Chief Education Officers Act As They Do," contains the following chapters: (6) "Components of Chief Education Officers' Problem Solving Processes" (Kenneth Leithwood and Rosanne Steinbach); (7) "The Values and Beliefs of Ontario's Chief Education Officers" (Mark Holmes); (8) "Administrative Artifacts: Inferring Values from the Physical Culture of the CEO's Office" (Stephen B. Lawton and Joyce Scane); and (9) "Pride and Privilege: The Development of the Position and Role of Chief Education Officers in the United States and Canada" (Derek Allison). Section C, "Fundamental Challenges for Chief Education Officers," contains the following chapters: (10) "A Delicate Balance: Leadership or Stewardship" (Mark Holmes); (11) "Centralize, Decentralize, Control and Liberate: CEO's Views of Restructuring School Systems" (Stephen B. Lawton and Joyce Scane); (12) "Assessing Organizational Culture: Implications for Leaders of Organizational Change" (Donald Musella and John Davis); and (13) "Conclusion: Preparation for Becoming a Chief Education Officer" (Kenneth Leithwood and Donald Musella). References follow each chapter, and an index is appended. (MLF)

ED 345 340 EA 023 919

McLenighan, Harry
Participatory Management of Co-Curricular Activities.
PUB DATE- 15 Aug 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activities; Athletics; *Extracurricular Activities; *High Schools; Inservice Education; *Participative Decision Making

This paper argues that, for both practical and philosophical reasons, high school activities ought to be managed by participatory principles. It further argues that the responsibility for bringing this about belongs to principals and activities directors through appropriate modeling and in-service education. In addition, obstacles to the implementation of such practices are identified and means of removing them outlined. The paper first describes how high school activities need to be managed within single "activities" department and referred to as co-curricular and not extra-curricular. It defends the importance of activities (including athletics) to schooling and why it should model participatory strategies

Long Range Planning; Models; *Organizational Theories; Politics of Education; Public Schools; *School Districts; *School Restructuring
IDENTIFIERS- *Strategic Planning

Some baseline information is offered in this study to help determine the ends to which the strategic planning processes are being put and the outcomes that are being pursued. A conceptual overview of planning models and the role of planners are presented. The complete study comprises a two-stage process of data collection. First, strategic plans were collected from districts throughout the country, and second, a survey/questionnaire was sent to those districts submitting plans. The survey consisted of 16 items on a 5-point Likert scale and 10 questions requesting short narrative responses. One-hundred twenty plans were received from school districts in 30 states, and 85 (71 percent) of these districts responded to the questionnaire. The responses to each of 16 questions are presented in graphic form along with a discussion of the significance of the response pattern. Following the analysis of the questions, the results from 10 narrative responses are presented. The evidence suggests that strategic planning seems to be working well in those districts that responded to the study, and that educators combine a number of planning paradigms when they conduct strategic planning. (70 references) (MLF)

ED 345 360 EA 023 948

Chester, Mitchell D.; Pecheone, Raymond L.
Proposal for an Outcome-Based School Administrator License.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Certification; *Change Strategies; Elementary Secondary Education; Higher Education; *Licensing Examinations (Professions); *Principals
IDENTIFIERS- *Connecticut; *Performance Based Certification

This paper presents a framework for licensing school principals in Connecticut. The proposal contains three elements that depart substantially from other reform initiatives: preservice preparation focusing on mastery and application of a teaching and learning knowledge base, study of educational administration during the beginning years of administrative service, and performance-based licensure. The paper begins by explaining the context for revising principal preparation and licensure and reviewing the literature supporting Connecticut's reform strategy. Five postulates to advance the revision of preparation and licensing are presented: (1) the purpose of schools is to ensure the growth and achievement of all students; (2) teachers and principals must collaborate to ensure all students' achievement; (3) principals' preservice education must be restructured to focus on teaching, learning, curriculum, and instruction; (4) professional socialization into educational administration should occur during the inservice preparation phase; and (5) the value of performance-based licensure is its ability to target preparation and practice areas linked to student learning. The implementation of Connecticut's proposal is then explicated by following

ED 345 380   EA 023 981

Newman, Jay B.
Student Participation in Your School Improvement Program.
PUB DATE- Feb 92
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (San Francisco, CA, February 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making Skills; *Educational Improvement; High Schools; *Participative Decision Making; School Based Management; *Student Participation

Educator's decisions affect the lives of students, and it is for this reason that input from students about their school life is important. A major concern of educators is that students will make irresponsible decisions, but experience shows that they will make excellent decisions when guided in the decision-making process by a caring and open adult. To establish an environment that encourages students to value their school experience, schools must involve them in important decision making efforts. This paper gives an explanation as to how Sturgis High School brought a large group of students into the school improvement process. Three areas of focus are detailed. The first is goal setting, having the students dream and visualize what school can be. The second is strategic planning, getting the students involved in developing ways to achieve the school's goals. The third focus area is decision making, where it becomes necessary to make some decisions concerning what will be implemented, what will be put on hold, what will be scrapped. A model by Willis Furtwengler (1990-91) useful in this decision making process is explained. A section on getting students involved concludes the paper. (RR)

ED 345 381   EA 023 991

Yudof, Mark G.
School Finance Reform: Don't Worry, Be Happy.
PUB DATE- May 92
NOTE- 8p.; Reprinted from "The Review of Litigation," v10 p585, 1991.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Finance Reform; *Politics of Education; *Property Taxes; Public Schools; Resource Allocation; School District Spending; State Legislation; State School District Relationship; Tax Effort; *Tax Rates
IDENTIFIERS- *Fiscal Neutrality; *Texas

The concept of fiscal neutrality seeks to guarantee that a penny of tax effort in any district in the state, no matter how poor, will yield the same number of dollars per student for education as in any other district. Every district, in effect, would draw on the wealth of the state as a whole, but each district can decide for itself how much to tax and spend for education. However, a higher minimum expenditure per pupil, subsidized by the state, simply is not responsive to fiscal neutrality--

Disorders; Mental Health; Mental Retardation; Residential Care; *Residential Institutions; *Sexual Abuse; State Programs
IDENTIFIERS- *New York

This report summarizes a 3-year review of reports of child abuse and neglect in New York State's mental hygiene facilities. The study determined that greater efforts are required to ensure protection of those children who were "repeat" alleged victims and who, as a group, were involved in 400 of the 850 reports to the State Central Register. The report also identified unstructured activity times on residential units, limited presence of clinical staff, and the use of physical interventions and restraints as the major risk factors leading to child abuse and neglect allegations. In over two-thirds of the reports, there was no reported physical injury, and an additional 25 percent required only first aid. Adult to child sexual abuse was alleged in 15 percent of the reports, and supervision neglect resulting in child to child sexual activity was alleged in 14 percent. Twenty-four percent of the reports from 143 facilities across the state were sustained as child abuse or neglect upon investigation. Figures and text detail the findings. Recommendations address confusion over reporting, underreporting in some programs, prevention for "high risk" children, high risk behaviors and circumstances, and accountability. Appendices present statutory definitions, reporting rates, and agency responses to the report. (DB)

ED 345 400 EC 301 160

Arllen, Nancy L.; Gable, Robert A.
Facing the Challenge--Conduct Disorders and Aggression.
PUB DATE- Apr 92
NOTE- 43p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Skills; Behavior Change; *Behavior Disorders; Educational Environment; Educational Practices; Elementary Secondary Education; *Environmental Influences; *Etiology; Evaluation Methods; Family Environment; *Intervention; Peer Relationship; Program Descriptions; Program Implementation; Social Adjustment; *Student Characteristics; Student Evaluation; Therapy

This paper examines the nature of student conduct disorders, including both the origin and treatment of such disorders. In Part I, distinguishing characteristics of the syndrome are discussed and issues related to philosophy, definition, and delivery of services are considered. Two major subcategories of conduct disorder, socialized and undersocialized, are recognized. All forms are seen to pose a serious risk to students' socialization, education, future employment, and overall life adjustment. Part II focuses on major person-environmental factors that may be causally related to conduct disorders, considers the role of peers and the school, and explores obstacles to implementing educational best practices (such as absence of clear criteria for assessment, the frequent overlap of various problematic conditions, and cost). Promising programs for dealing with these problems and emerging approaches to successful treatment are described. These include implementing continuous, data-based assessment; targeting antisocial behaviors in the real world; and focusing on academic or social survival skills. Studies on program kindergarten to grade 2 was not realized; but significantly fewer of the children in the educational daycare group were retained in grade. (6 references) (DB)

ED 345 421   EC 301 182

Semmel, Melvyn, I.; And Others
Comparison of Writing Instructional Methods on Computer-Based Cooperative Learning for Mild Learning Disabled, Linguistic Minority and Non-Minority Junior High School Students. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Apr 89
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperation; Cooperative Learning; *Creative Writing; *Ethnic Groups; *Interaction Process Analysis; Junior High Schools; Junior High School Students; *Learning Disabilities; Limited English Speaking; Males; Mexican Americans; Teaching Methods; Word Processing; Writing (Composition); Writing Evaluation; *Writing Instruction

This study investigated the collaborative interactions of junior high school boys (N=36) with learning disabilities while engaged in writing stories using a word processor. Half the subjects were of Anglo-American background and half of Mexican-American background. Each subject worked in two dyads, ethnically homogeneous and ethnically heterogeneous. The writing process for each dyad was videotaped. Results indicated that individual characteristics such as writing achievement scores, keyboard proficiency, and ethnicity did not predict the levels of involvement in such writing processes as idea generation, goal monitoring, or editing. Nor did these characteristics predict writing quality. Stories written during draft sessions were generally shorter in length, but equivalent in quality to stories after editing sessions. There was an interaction effect between dyad type and instructional condition (either traditional or contextualized). Specifically, homogeneous Mexican-American and heterogeneous dyads tended to produce more modifier propositions under contextualized instructions, while homogeneous Anglo-American dyads produced more modifier propositions under the traditional instruction. (Approximately 110 references) (DB)

ED 345 422   EC 301 183

Turnbull, H. R.; McGinley, Kathleen H.
Evaluating the Effectiveness of Mediation as an Alternative to the Due Process Theory in Special Education. Final Report, 9/1/86-8/31/87.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 31 Aug 87
NOTE- 285p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arbitration; Attitude Measures; Attitudes; *Conflict Resolution; *Disabilities; *Due Process; Elementary Secondary Education; Hearings; National Surveys; Parent Attitudes; Parent School Relationship; *Participant Satisfaction; School Districts; Special Education

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; *Discourse Analysis; Evaluation Methods; *Language Handicaps; *Language Tests; Learning Disabilities; *Literacy; *Narration; Norms; Personal Narratives; Preschool Education; Story Telling; *Student Evaluation

This paper provides information concerning preschool narrative development in typically developing North American children, stressing previously documented links between early narrative skills and literacy development. Methods are provided for assessing narrative skills of language-impaired children. The methods involve eliciting from the children personal narratives about real past events. A protocol for eliciting personal event narratives, called the conversational map, is described. The protocol suggests using a story prompt, collecting at least three narratives from each child, using contentless subprompts in response to the child's narration, and minimizing the child's self-consciousness. Scoring procedures are also provided. Transcripts of narratives from specific language-impaired, learning-disabled, and normal children are presented, along with recommendations for evaluating the narratives. In addition, information about cultural differences in narrative development is provided. This information distinguishes between jumbled and incomplete event sequences told by children who have problems with language in general and narrative in particular, and the kind of alternative storytelling styles of children from other cultures. (46 references) (JDD)

ED 345 442 EC 301 203

Clarke, Debra C.
Easing the High School to College Transition for Rural Learning Disabled and Other At-Risk College Students: A Three Credit Course Can Make a Difference.
PUB DATE- 7 Mar 92
NOTE- 9p.; Paper presented at the International Conference of the Learning Disabilities Association (Atlanta, GA, March 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College Freshmen; College Programs; College Students; Course Content; Higher Education; *High Risk Students; *Learning Disabilities; Problem Solving; Program Effectiveness; Rural Education; Skill Development; Student Personnel Services; *Study Skills; Teaching Methods; Time Management; *Transitional Programs
IDENTIFIERS- *Self Management; West Virginia University

This paper describes a course at West Virginia University that teaches academic self-management to beginning university students who have learning disabilities or are otherwise at risk for academic failure. The course uses an integrated approach that emphasizes the development of college study skills, self-management skills, and academic problem-solving skills. The course also acquaints students with support services offered by the university. Titled "Psychology of Academic Self-Management," the three-credit course is taught by a course coordinator or graduate assistants and is staffed by two undergraduate teaching assistants who successfully completed the course the previous semester. For recruitment

(141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Cooperation; Basic Skills; Labor Force Development; *Literacy Education; *Outcomes of Education; *Program Effectiveness; *Unemployment
IDENTIFIERS- *Greater Hartford Alliance for Literacy CT; *Workplace Literacy

A literacy/basic skills training project, revised to allow for the realities of the economic recession in New England, successfully trained 590 employees and 364 unemployed men and women. Revised positive outcomes included employment in companies outside the eight original companies in the project, enrollment in higher-level education and skills training programs to enhance employability, and one grade level advance in either mathematics or reading. Training was conducted on site and in a training center. Five 12-week training cycles at the center produced successful outcomes for 78 percent of the unemployed graduates. Of those who dropped out of the program before completion, almost half left for a job or for training. Onsite training at the eight businesses had a 99 percent success rate. One of the project's most significant outcomes was expansion of collaborative relationships among state, community, and voluntary agencies. (Project documents, including evaluation forms, publicity articles and brochures, and case management follow-up forms, are included in the report.) (KC)

ED 344 994 CE 060 991

Lahn, Leif Chr.
Action Research in Professional Work: Developing New Practices through Design, Dialogue or Learning?
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Educational Research; Foreign Countries; *Models; *Organizational Development; Participant Observation; *Participatory Research; Postsecondary Education; *Professional Development; Professional Occupations; Researchers; *Research Methodology
IDENTIFIERS- *Oslo Work Research Institute (Norway)

This paper examines action research that has been carried out in organizations consisting of predominantly highly educated personnel. The paper revolves around discussion of the Scandinavian model of action research, asking to what degree this model, which has been developed within the framework of industrial democracy, might also serve as a guideline for development projects in professional work. The paper summarizes experiences at the Oslo Work Research Institute (WRI) of development projects on ships (emphasizing the position of ships' officers), at a university, a large hospital, and a group of high technology plants. It also provides a short history of Norwegian action research in working life. A table summarizes five of WRI's action research projects in organizations with relatively highly educated labor forces. The paper proposes that action research is difficult when it is done in a field characterized by power struggles between professions. It proposes that the research must not become too compartmentalized but must include connections between training

Tsai, Benhong Rosaline
Humanistic Conceptions of Work: Implications on Proactive Training and Development.
PUB DATE- 21 Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Educational Needs; Educational Objectives; *Educational Philosophy; Futures (of Society); *Labor Force Development; *On the Job Training; *Organizational Development; Research and Development; *Staff Development

Employee training and development (T&D) in business and industry, as a critical function of human resource development, must reflect a whole-health, proactive orientation in helping today's organizations survive in an increasingly competitive market. A proactive T&D orientation is based on humanistic views of work and education and is reflected in critical T&D practices such as content selection, participant selection, learning activity design, and program evaluation. Contrary to the notion that labor is a commodity to be traded for maximum return, the humanistic conception of work is that it has intrinsic value to the human being. The humanistic view of education is that the richest and most challenging environments should be provided, so that individuals can achieve the maximum use of their talents. These conceptions of education and work have two critical implications for the nature of T&D functions: what is trained and how. Proactive T & D not only improves individuals' technical skills but also satisfies their aspirations for personal growth. Proactive training is based on methods that are holistic (instead of presentation in small broken steps), relevant to the individual (instead of blanket training requirements imposed on all employees), and challenging (building on errors instead of minimizing chances for mistakes). Proactive T&D is built upon an organization's commitment to using it as a strategic plan to achieve long-range goals. (19 references) (Author/KC)

ED 345 013 CE 061 041

McMillion, Martin B.; And Others
The Relationship of Work Orientation to Family Situational and Other Variables.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 23 Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; *Cultural Influences; Family Influence; High Schools; *High School Students; *Motivation; Rural Schools; Social Class; *Socioeconomic Influences; Urban Schools; *Values; Vocational Education; Vocational Schools; *Work Attitudes; Work Ethic
IDENTIFIERS- *Family Work Relationship

A study was conducted to determine the relationship of work

what staff might be required in a study center--management structure and function, recruitment and training, and service terms; and (8) how might study centers be linked with main campuses--management structures, communications systems, conferences, and routines. The postscript emphasizes the need for individuality of the study centers. Photographs, tables, and diagrams are included. An annotated bibliography contains 10 citations, and 43 additional citations are provided. (NLA)

ED 345 031   CE 061 116

Ferman, Louis A., Ed.; And Others
Joint Training Programs: A Union-Management Approach to Preparing Workers for the Future.
PUB DATE- 91
NOTE- 291p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Adult Education; Case Studies; *Cooperative Programs; Delivery Systems; Demonstration Programs; *Dislocated Workers; Employer Employee Relationship; Employment Practices; Higher Education; Industrial Training; Inplant Programs; *Job Training; *Labor Education; *Labor Force Development; Labor Relations; Local Government; Policy Formation; Program Descriptions; Program Effectiveness; Program Evaluation; Public Policy; State Government; *Unions

This book documents the range of training programs that are being established by employers and unions; assesses porgram functioning and results; and offers insights for practitioners, scholars, and policy makers. An introduction (Ferman et al.) provides a general framework for thinking about union-management training programs and presents an overview of the volume. "Scope and Extent of Joint Training Programs" (Hoyman, Ferman) offers data based on a 1988 survey of organizations in which there was some degree of labor-management cooperation. The next four chapters describe leading union-management initiatives: "The Alliance for Employee Growth and Development, Inc." (Treinen, Ross); "The United Auto Workers (UAW)-Ford Education, Development, and Training Program" (Tomasko, Dickinson); "Lessons from the UAW-GM General Motors Paid Educational Leave Program" (Schurman et al.); and "Union-Management Training Programs in the Public Sector: The New York Experience" (Gray et al.). Chapters 7 and 8 focus on training for dislocated workers, the former from the perspective of labor, the latter from the perspective of state government: "Joint Training of Dislocated Workers: What Does It Take?" (McMillan) and "Joint State-Level Responses to Worker Dislocation" (Baker). "Joint Programs for Lifelong Learning" (Gordus et al.), describes a novel arrangement whereby outside professionals help facilitate lifetime education planning by workers in a union-management program. A highly detailed, quantitative model for assessing the impact of this approach is presented. The concluding three chapters examine broad themes that have emerged from field research on joint initiatives: "Service Delivery in Joint Training Programs" (Ferman, Hoyman); "The Governance of Joint Training Initiatives" (Savoie, Cutcher-Gershenfeld); and "Public Policy and Research Implications of Joint Training Programs" (Cutcher-Gershenfeld, Hoyman). A list of 160 references and an index are provided. (YLB)

ED 345 032   CE 061 117

ED 345 050 CE 061 144

Agricultural Production. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Feb 92
NOTE- 58p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; *Agricultural Engineering; *Agricultural Production; *Animal Husbandry; Competence; *Competency Based Education; Employment Potential; Entry Workers; *Farm Management; Job Analysis; Job Skills; Occupational Safety and Health; Postsecondary Education; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This list consists of essential competencies from the following specialized Ohio Competency Analysis Profiles: Beef and Sheep Producers; Crop Producer; Dairy Producer; Poultry Producer; and Swine Producer. Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for agricultural production occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 10 units are as follows: general safety precautions; crop and forage production; agricultural mechanics; marketing; business management; employability skills; beef and sheep production; dairy production; poultry production; and swine production. (KC)

ED 345 051 CE 061 145

Agricultural Products Sales and Service Worker. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jan 92
NOTE- 21p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Supply Occupations; Business Administration; Competence; *Competency Based Education; Employment Potential; Entry Workers; Job Analysis; Job Skills; Merchandising; Occupational Safety and Health; Postsecondary Education; *Sales Workers; Secondary Education; Task Analysis; Vocational Education

items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 24 units are as follows: orientation; first aid and cardiopulmonary resuscitation; safety and infection control; legal and ethical responsibilities; coordinated care; continued quality improvement; goal-oriented care; environmental safety; preparation for treatments and procedures; safe and effective treatments and procedures; intravenous therapy; physiological adaptation; reduction of risk potential; mobility; comfort; basic care; psychosocial adaptation; coping/adaptation; continued growth and development; self-care; integrity of support systems; prevention and early treatment of disease; training nurse aides; and employability skills. (YLB)

ED 345 069 CE 061 163

Agricultural/Industrial Mechanical Technician. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 92
NOTE- 35p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; *Agricultural Engineering; *Auto Mechanics; Competence; *Competency Based Education; Employment Potential; Engines; Entry Workers; *Equipment Maintenance; *Industrial Education; Job Analysis; Job Skills; Occupational Information; Postsecondary Education; Power Technology; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for agricultural/industrial mechanical technician occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 17 units are as follows: general safety precautions; general equipment maintenance; general repair procedures; general shop practices; equipment operation; cylinder head; engine block; lubrication system; cooling systems; fuel and air systems; electrical systems; drivetrain; brake systems; suspension and steering; heating and air conditioning; hydraulics; and employability skills. (YLB)

ED 345 070 CE 061 164

college, employer, and government groups, and information was published in newsletters and newspapers. (Fourteen appendixes are graphs showing project data.) (KC)

ED 345 087 CE 061 193

Hoachlander, E. Gareth; And Others
Vocational Education in the United States: 1969-1990.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 285p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; College Programs; Disabilities; *Educational History; *Enrollment; Followup Studies; *High School Graduates; *Outcomes of Education; Postsecondary Education; Secondary Education; *Teacher Characteristics; *Vocational Education

Using 60 tables and 60 figures, this report depicts vocational education in the United States as it has evolved over two decades, 1969 to 1990. The report examines patterns of program participation, selected student outcomes, and the characteristics of teachers in both secondary and postsecondary vocational education. It also provides some information on the academic curriculum. Most of the information is presented for single points in time, but some time series data are also reported. Data for the report were taken from many of the large national data systems supported by the National Center for Education Statistics. A few highlights of the report are the following: (1) in the high school senior class of 1987, 98 percent of all public high school graduates completed at least one course in vocational education during the high school years, with 90 percent of those students taking courses preparing them for specific occupations; (2) students with disabilities were more likely than students without disabilities to be heavy concentrators in vocational education; (3) about 62 percent of students in 1982 attended at least one postsecondary institution in 1984; (3) the number of high school seniors taking vocational courses in 1980 was 11 percent higher than the number taking such courses in 1972; (4) vocational and nonvocational teachers tended to have similar characteristics; and (5) about 6 percent of the United States' population of 18- to 34-year-olds was enrolled in postsecondary vocational courses in 1990. The report contains a glossary and appendixes with 60 tables of standard errors for the tables and data sources and technical notes. (KC)

ED 345 088 CE 061 196

School-to-Work Connections: Formulas for Success.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; *Financial Support; Postsecondary Education; Problem Solving; Program Development; *Program Effectiveness; Program Implementation; Publicity; *School Business Relationship; Secondary Education; Work Experience

interactions and impact of a wide array of factors that influence postsecondary vocational students' educational outcomes. The major components of CMM are volition processing, ecological influences, cognition influences, influences related to beliefs, and influence of the emotional state. A crucial aspect of CMM is the differentiation of its intrinsic and extrinsic motives. Each component of the motivation schema could potentially be assessed. Recommendations to researchers are to expand and refine CMM's concepts, develop risk-reducing strategies related to the model's concepts, and validate those strategies' effectiveness and efficiency. (99 references) (YLB)

ED 345 106 CE 061 250

Copa, George H.
A Framework for the Subject Matter of Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 92
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Concept Formation; Course Content; Educational Development; *Employment; Family Life; Job Skills; Models; Postsecondary Education; *Problem Solving; *Program Content; Programs; Responsibility; Secondary Education; Teaching Methods; *Vocational Education
IDENTIFIERS- *Family Work Relationship

This report contains a proposed framework for the subject matter of vocational education that is presented in two sections. Section 1 describes concepts central to the idea and ideal of vocational education. The analysis and interpretation of each concept are summarized as a set of propositions concerning the meaning of vocational education. These concepts include the educated person, education, vocation(al), vocational development, and vocational education. Section 2 presents the proposed conceptual framework for the subject matter of vocational education. It addresses each of five dimensions of the meaning of vocational education: focus, uniqueness, content, method, and structure. A proposal is made that the content of vocational education be drawn from the personal and practical problems faced by people in striving for a more desirable social state of affairs in the workplace and family and the cognitive processes need to resolve these problems. A framework is presented that describes the desired state of affairs in the family and in the workplace. Issues in describing the problem of vocational life are discussed, and the problem areas of vocational life are listed. A table sets forth exemplary problems of vocational life, including the problem area, description, and illustration. The discussion covers moving from problem areas and problems to content of learning. The section concludes with questions and activities to stimulate and clarify the proposed framework. (107 references) (YLB)

ED 345 107 CE 061 253

Little, Judith Warren; Threatt, Susan M.
Work on the Margins: The Experience of Vocational Teachers in Comprehensive Schools.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

Studies; Parent Education; Parenting Skills; Peer Counseling; *Prevention; *Substance Abuse
IDENTIFIERS- New York City Board of Education

A study of substance abuse prevention and intervention services offered in the New York City public schools was undertaken. The study consisted of three parts: development of a central database on services provided by the Substance Abuse Prevention/Intervention Network in Schools (SPINS), a field study that documented the goals, problems, and successful strategies of substance abuse prevention/intervention programs; a sample of exemplary school-based and district-wide services; and a 3-year longitudinal study following students who received substance abuse intervention services. The field study examined 27 services offered in 18 community school districts and 5 high school boroughs. The services fell into six categories: classroom prevention lessons; group services; peer leadership activities; parenting workshops; family counseling services; and staff development. Substance abuse prevention programs in New York City schools were impressive for their comprehensive scope, holistic approach toward helping young people, and skilled and caring staff. Students in the peer leadership program reported benefiting from participating, and gaining maturity and skills. Group services were considered by student participants to be an important help. Parenting workshops were well-received by participants, but staff reported problems in reaching greater numbers of parents, some of whom may themselves be abusing alcohol or other drugs. (LLL)

ED 345 125 CG 024 190

Gill, Wanda E.
Bowie State University Student Support Services Admitted Student Survey 1991.
PUB DATE- 11 Mar 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; *College Students; Higher Education; *High Risk Students; Program Effectiveness; School Counseling; Student Financial Aid; Student Needs; *Student Personnel Services; Tutoring

TRIO programs offer support services to students beginning at the 7th grade and continuing through to graduate school. Student Support Services projects provide instruction, tutoring, counseling, learning skills, and writing skills to primarily low income and first generation or disabled college students. Student Support Services projects are currently being studied to determine program effectiveness. Students (N=103) admitted as freshmen to Bowie State University (Maryland) were surveyed about their perceived needs for support services. Tutoring, counseling, advisement, and financial aid needs were ascertained. Students were also asked if they had previously participated in an Upward Bound or Talent Search program or Educational Opportunity Center's activities. Advisement was perceived to be the most needed support service for incoming freshmen. Second to advisement was financial aid, followed by tutoring. The category of counseling needs, as perceived by incoming students, was a distant fourth. It could be that most students, coming from mostly public schools with large counselor-to-student ratios, have had fewer counselor contacts. It could also be that independence is fostered in adolescents who then perceive counseling as a sign of dependency. The need for tutoring may have to do with the respondents' academic suggestions are included in a section on the "do's" and don'ts" of counseling. The final two suggestions look at termination of treatment. For each of the 110 suggestions, the "gem" is presented in bold type followed by brief comments on the idea presented in the "gem." (NB)

ED 345 145 CG 024 212

Cerio, James E.; And Others
Eliminating Self-Defeating Behaviors System.
PUB DATE- 86
NOTE- 190p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Behavior Modification; *Cognitive Restructuring; *Counseling Techniques
IDENTIFIERS- *Self Defeating Behavior

This book takes a cognitive-behavioral approach to help readers learn a strategy for eliminating their self-defeating behaviors. It allows readers to move logically through a complete system for eliminating such behaviors. Unit 1 presents an introduction to the book and explains how to use it. It is recommended that readers read the text and attempt the activities from Units 2 through 6 in the order in which they are presented. Suggestions are given for use of the book by individuals, participants in Eliminating Self-Defeating Behaviors (ESDB) System workshops, students, counselors, and trainers of employees in business and industry. For ESDB workshops, a six-session workshop schedule is recommended. Unit 2 deals with the SDB (self-defeating behaviors) circle, Unit 3 describes the Thoughts Exit, Unit 4 explains the Actions Exit, and Unit 5 discusses the Feelings Exit. The final unit directs the reader toward self-enhancing behaviors. ESBD strategies are reviewed, ESBD strategies for self-enhancing behavior are identified, and places where readers can turn for help are provided. Throughout each unit, sample activities are presented as they have been completed by two fictitious people who have tried to eliminate their self-defeating behaviors by using the book. These sample activities follow each activity that the reader is to complete and are presented as models or examples. (NB)

ED 345 146 CG 024 213

Tindall, Judith A.
Peer Counseling: An In-Depth Look at Training Peer Helpers. Third Edition.
PUB DATE- 89
NOTE- 431p.; For companion materials see CG 024 214.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counselor Training; Models; *Peer Counseling

A step-by-step model for training peer counselors forms the basis of this trainer's manual and for the accompanying exercises for trainees which are organized into two books for effective skill building. Chapter I of the trainer's manual contains an open

ED 345 165 CG 024 232

Nebbe, Linda Lloyd
Nature as a Guide: Using Nature in Counseling, Therapy, and Education.
PUB DATE- 91
NOTE- 242p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Animals; Class Activities; *Counseling; Counseling Techniques; Elementary Education; Elementary School Students; Horticulture; *Physical Environment; School Counseling

This book contains practical activities for teachers, counselors, and other helping professionals utilizing elements in nature. The premise for the utilization of nature therapy is that if people develop an awareness and reverence for life, they will also develop self-understanding and self-respect. The first four chapters provide a rationale for nature therapy. The therapeutic approaches of nature therapy are defined for instrumental, relationship, passive, cognitive, and spiritual therapies. The next three chapters explain the approaches to nature therapy, which is broken down into animal assisted, horticultural, and natural environment therapies. Each section contains the history, research, problems, evaluation, and resources for each therapy. The last five chapters form a handbook which contains ways to utilize nature therapy. Individual and group techniques are discussed, and examples are provided for experiences and activities in the area of nature therapy. The experiences are written as lesson plans, and are organized into animal, horticultural, and environmental activities. Guidelines are provided for bringing animals into the office or classroom. Federal and state laws are described, and issues are discussed concerning breeding the office or classroom pet, animals used in science projects, insect collections, white mice, hamsters and gerbils, rabbits, birds, cats, dogs, farm animals, and wild animals. A sample Humane Society project is included that can be conducted during the summer or after the school day during the school year. (LLL)

ED 345 166 CG 024 233

Martin, Don; Martin, Maggie
Step by Step: A Guide to Stepfamily Living.
PUB DATE- 92
NOTE- 193p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Coping; Divorce; Family (Sociological Unit); *Family Counseling; Family Relationship; Family Structure; Parents; *Remarriage; *Stepfamily
IDENTIFIERS- Blended Families

This book describes the difficulties from past marriages that people bring into the stepfamily, and explores methods of preparing for remarriage, and for involving children effectively in these new relationships. The first chapter focuses on understanding the stepfamily. The second chapter provides information about coping with divorce, and the third

ED 345 185 CG 024 252

Landreth, Garry L.
Play Therapy: The Art of the Relationship.
PUB DATE- 91
NOTE- 390p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Children; Client Characteristics (Human Services); *Counseling Techniques; *Counselor Client Relationship; *Counselor Role; *Play Therapy

Play therapy, described as a dynamic approach to counseling with children which allows the therapist to fully experience the child's world, is discussed in this book. These topics are presented: (1) the meaning of play, including functions of play and symbolic play; (2) history and development of play therapy, including psychoanalytic, release, relationship, and nondirective play therapy; (3) a view of children which discusses tenets for relating to children; (4) child-centered play therapy; (5) the play therapist; (6) the playroom and materials, including playroom location, size, toys, and characteristics; (7) the parent's part in the process; (8) beginning the relationship--the child's hour; (9) characteristics of facilitative responses; (1) therapeutic limit setting, including basic guidelines; (11) typical problems in play therapy; (12) issues in play therapy; (13) determining therapeutic process and termination; and (14) filial therapy--child-parent-relationship training using play therapy skills. Case studies of children who have these problems are included: pulling out hair; fearful and acting out behavior; terminal illness; manipulative behavior; and elective muteness. (ABL)

ED 345 186 CG 024 253

Peters, Donald L.
Counseling Kids.
PUB DATE- 91
NOTE- 341p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Counseling Objectives; *Counseling Techniques; *Counselor Role; *Helping Relationship; Intermediate Grades; Middle Schools; *School Counseling; *School Counselors; *Secondary Education; Secondary School Students
IDENTIFIERS- Middle School Students

This book targeted especially to those who counsel middle-school through high school students, shares experiences, concepts, happenings, and anecdotes of a school counselor. Concepts are presented for those interested in developing functional orientations in the area of helping relationships. The first chapter discusses the concept of help and presents anecdotes of a school counselor helping students. The second chapter discusses the relationship of theory and practice, focusing on the hierarchy of needs, the frustration-aggression cycle, and unconscious influences on behavior and perception. The third chapter presents eclectic approaches and talks about the needs of students. The fourth chapter presents anecdotes focusing on methods of working with students. The fifth chapter discusses

NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Educational Research; Grade 2; Higher Education; Learning Processes; Primary Education; *Recall (Psychology); *Recognition (Psychology); *Singing
IDENTIFIERS- Story Content

Two studies examined the impact of songs on students' verbatim recall and understanding of central story information. In a naturalistic study, students who had frequently viewed an educational television song about the Preamble to the Constitution later (as young adults) recalled the words verbatim better than did those who had been infrequent viewers of the production. In an experimental study, 40 college students and second graders either listened to or viewed a 3-minute educational bit about the Revolutionary War in one of four treatment conditions. Students then answered 16 verbal multiple-choice questions about the central content. Recognition scores were submitted to an analysis of variance. Results indicated that recognition of essential story information from a similar televised vignette was better in spoken than in sung presentations. Findings suggest that verbatim recall is superior when presented by either rhyme or song, but that recognition favors prose and nonsinging presentations. (Author/RS)

ED 345 206 CS 010 928

Hyde, Diana DeShazo
Evaluating Student Learning in Language Arts in the Primary Grades through Whole Language Assessment Techniques.
PUB DATE- 92
NOTE- 108p.; Ed.D. Practicum, Nova University. Some supplementary material may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Check Lists; Cognitive Style; Grade 2; *Language Arts; Primary Education; *Student Evaluation; *Whole Language Approach
IDENTIFIERS- *Alternative Assessment; Reading Behavior

A practicum sought to measure and document real learning in natural circumstances through the use of whole language assessment techniques involving observation checklists on which skills for the language arts (writing, spelling, reading) were listed. Skills were measured using descriptor words such as "stable," "evident," and "not evident" in order to plot a student's progress in literacy development in a positive way. A reading behavior form was also included. This classified students into one of three learning groups, according to the answers given to a list of seven questions; emphasis was on behavior and learning style. These alternative assessment forms were collected in a simplified seven-page booklet format for each student. Not only could the student's skills be assessed quickly through check marks in the appropriate columns, but his or her style of learning was also included in the booklet. Results indicated that teachers who used the Observation Checklist preferred this type of assessment to the report card format, and found instructional decisions easier to make when using these forms. (Two tables of data are included; 37

Achievement; *Reading Diagnosis; Staff Development; *Student Evaluation; Teacher Workshops
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Reading Management

This workshop leader's guide is designed to assist Technical Assistance Center staff members and other inservice providers in conducting successful workshops on reading assessment for teachers, administrators, and others associated with Chapter 1 programs. The guide contains step-by-step procedures for preparing, organizing, and presenting a one- to three-hour workshop. Sections of the guide are entitled: (1) Getting Started (including an advance planner and a detailed checklist of the materials and equipment needed for the workshop); (2) Presenter's Guide (with detailed instructions for a one-hour workshop); (3) Transparency Masters; (4) Handout Masters; (5) Bibliography (a 127-item selected bibliography on reading assessment); and (6) Background Information (reprints of pertinent journal articles). (RS)

ED 345 225 CS 010 949

Robinson, Susan Smith; Dixon, Rhonda G.
Language Concepts of Low- and Middle-Class Preschoolers.
PUB DATE- Apr 92
NOTE- 18p.; Study funded by a Drake University Research Grant and the First in the Nation (FINE) Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; *Child Language; Comparative Analysis; *Language Acquisition; *Lower Class Students; *Middle Class Students; Parent Child Relationship; *Preschool Children; Preschool Education; Private Schools; Reading Research
IDENTIFIERS- Emergent Literacy; Print Awareness; Project Head Start

A study compared the oral and written language concepts of preschoolers from low- and middle-income homes. Subjects, 33 4-year-olds from 3 separate Head Start programs and 31 4-year-olds from three different private schools, were administered 9 informal language assessments in the fall and again in the spring. Parents of the subjects were interviewed. Results indicated that: (1) children from middle-income homes outperformed their low-income counterparts in knowledge of language on eight of the nine variables in the fall; (2) in the spring, the performance of middle-class preschoolers was superior to their low-income cohorts on all nine variables; (3) the percentage of the low-income subjects in the top quartile dropped from 25% in the fall to 7% in the spring; (4) the percentage of the low-income subjects in the bottom quartile rose from 71% in the fall to 92% in the spring; (5) low-income parents reported fewer books, infrequent reading to children, and virtually no encouragement for engaging in reading and writing activities; (6) four of the middle-income subjects and one lower-income subject were able to read; and (7) differences in subjects' knowledge of identifying environmental print and recognizing readable print were not significant. Findings suggest that even as early as 48 months of age, children from low-income homes are at a distinct disadvantage when compared to their middle-class peers on many language concepts, and fall further behind them by the end of preschool. (Two tables and one figure of data are included; 27 references are attached.) (RS)

ED 345 226 CS 010 951

PUB DATE- 20 Mar 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Ethnography; Higher Education; *Personal Narratives; Student Writing Models; Undergraduate Students; *Writing Assignments; *Writing Instruction
IDENTIFIERS- Critical Writing; Geertz (Clifford)

The struggle in the composition community regarding the place of personal narrative in academic writing became particularly acute for a class of undergraduate Critical Writing students undertaking ethnographic work. By mid-semester, students had read and produced a series of texts about culture and found themselves reading and writing about culture as if it were a text. First, students wrote position papers about whether what they had done up to that point was ethnography. In a later "thick description" assignment, students employed the work of Clifford Geertz, whose theories they had examined, as a resource. One student's essay is discussed as showing that the student had developed a certain kind of descriptive expertise; moreover, the essay showed a recognition that the work of the piece had only begun once the story of a personal experience had been recorded. The writing went beyond description of the experience to critical analysis of its significance. The use of ethnographic writing in instruction may allow a new view of the importance of teaching and learning about writing. (SG)

ED 345 245   CS 213 292

Calderonello, Alice; Karle, Deepika
Speaking with and through Women: New Narratives about Teaching and Writing.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Interprofessional Relationship; Personal Narratives; *Rhetoric; *Teacher Attitudes; *Women Faculty; *Writing (Composition); *Writing Instruction; Writing Teachers
IDENTIFIERS- Professional Concerns

Pieces of three narratives, related through dramatic readings, recount the experiences of three women who teach and write in the field of rhetoric and composition. One directs a freshman writing program, one is a full-time composition instructor, and one is an assistant professor of rhetoric and composition. Each is employed within the English department of a mid-sized state university. Each of the women was asked why she chose to teach writing and how connected she felt with other women in the field. The three women expressed belief in the importance of their work, but varied over their connections to other women in the writing profession. The three discussed whether they felt that their labor was valued, and whether they felt optimism for their future careers. They also talked about the special problems and rewards for women within rhetoric and composition results of the experiment: traditional grammar instruction did not enhance students' writing, but explicit instruction on grammatical peculiarities of written language can help eradicate specific troubles in writing. (Thirty-five tables of data and 3 student-drawn figures are included; 119 references and 2 appendixes of data are attached. There is a summary in Dutch.) (RS)

ED 345 263 CS 213 330

Dahl, Karin L., Ed.
Teacher as Writer: Entering the Professional Conversation.
PUB DATE- 92
NOTE- 299p.; Edited with the Committee on Professional Writing Networks for Teachers and Supervisors.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Elementary Secondary Education; *Faculty Publishing; Higher Education; Periodicals; *Revision (Written Composition); Teacher Role; Teachers; *Writing for Publication; Writing Skills
IDENTIFIERS- English Teachers; Journal Articles; *Teacher Writers; *Teacher Writing; Writing Groups

This book, featuring teacher writers from all levels of education, offers consciousness-raising stories of the teachers' first steps toward authorship, advice for all aspects of the Writing process, suggestions for conducting writing groups, and a wealth of insider information on how to develop quality articles for professional journals and get them published. Included in the book are: (1) "Introduction: Old Habits, New Conversations" (K. L. Dahl); (2) "Evolving Voice" (T. Romano); (3) "A Teacher's Story of Renewal" (N. Gorrell); (4) "Writing Groups: A Personal Source of Support" (B. Van Ryder); (5) "Teacher Research: Catalyst for Writing" (C. L. Five); (6) "Students Teach Me What To Write" (J. Simmons); (7) "Reflections of a Teacher Writer" (V. E. Milz); (8) "Getting It Down and Sending It Out" (R. Monroe); (9) "Why Write for Publication?" (C. Crowe); (10) "Professional Writing: Redefining Teaching as Learning" (R. Winters); (11) "To Read Like an Author" (A. M. Frager); (12) "Writing, Editing, and Miracles" (K. Donelson); (13) "Inside 'Language Arts': An Editor's Story of One Journal" (W. H. Teale); (14) "Authentic Voices for an Isolated Profession" (B. F. Nelms); (15) "An Affiliate Editor's Perspective" (A. K. Swinger); (16) "Nuts and Bolts of Writing a Manuscript" (G. E. Tompkins); (17) "Searching for Journals: A Brief Guide and 100 Sample Species (C. M. Anson and B. Maylath); (18) "Beating the Odds: Getting a Manuscript Published" (M. A. Deitrich); (19) "Confessions of a Computer Convert" (T. Kibler); (20) "Finding Voices in the Silence" (R. Casbergue and P. J. Austin); (21) "Beginnings: Effective Starting Points for Professional Writing" (E. Tway); (22) "Decisions Authors Make while Writing" (D. L. Prater); (23) "Distancing from and Revising Text" (L. M. McGee and G. E. Tompkins); (24) "Revision: The Heart of Writing" (K. M. Feathers); (25) "Rejection: Who Needs It?" (A. K. Swinger); (26) "Writing Communities: One Historical Perspective" (M. K. Healy); (27) "A Writer's Community: How Teachers Can Form Writing Groups" (R. K. Durst); (28) "Collaborative Writing as an Option" (J. Dillard and K. L. Dahl); and (29) "Creating Communities for Teacher Research" (M. Cochran-Smith and S. L. Lytle). (HB) book's information is organized alphabetically as follows: adjectives, adverbs, antonyms, clauses, conjunctions, contractions, function words, homographs, homophones, interjections, nouns, parts of speech, prefixes, prepositions, pronouns, sentences, suffixes, synonyms, verbs, and word structure. A punctuation guide is attached. (SR)

ED 345 281 CS 213 348

Brand, Alice G.
Writing Assessment at the College Level. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Outcomes Assessment; *Higher Education; High Schools; *Student Evaluation; *Student Placement; *Writing Evaluation; Writing Processes; Writing Skills
IDENTIFIERS- Alternative Assessment; ERIC Digests; Process Approach (Writing)

This digest reviews writing assessment--what it means and how it works--at a selected number of colleges and universities in the United States. The digest discusses outcomes assessment, placement testing, placement and the writing process, and end-of-course evaluation. The digest concludes with a brief reminder for college-bound students of what writing specialists look for in determining writing skill: fluency or the amount written; quality and quantity of detail; complexity of ideas; organization; and correctness. (RS)

ED 345 282 CS 213 349

Berg, Allison; Hutnik, Kathy
Thinking about War: Empathetic Imagination in the First Year Writing Class.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Cultural Context; *Emotional Response; *Freshman Composition; Higher Education; *Moral Development; Moral Values; *Student Reaction; *Vietnam War
IDENTIFIERS- *Empathetic Imagination; *Moral Reasoning; Nussbaum (Martha)

As Martha Nussbaum argues, narratives, and especially novels, provide a way of reflecting on what it means to live well morally, and the emotional responses that stories evoke are crucial to the ability to formulate complex moral judgments. An important aspect of the moral nature of literature is the reader's "empathetic imagination," or the ability to connect to the situation of another, both emotionally and intellectually. In a college course based on the literature of the Vietnam war, the students' responses to the war narratives suggest a relation between emotion and the empathetic imagination. Frequently, students expressed their strongest emotional reactions when they had cause to empathize with characters, as

IDENTIFIERS- Writing Contexts; Writing Development

In recent years there has been a growth in demand for undergraduate creative writing courses, but it is striking how unprepared students are for such courses. Many undergraduates are simply and naively "into self-expression" as if it required no prerequisites and nothing more than getting it onto the schedule at registration. Unfortunately the workshop method is almost always employed in the undergraduate classroom for these courses, in which students are required to submit for commentary texts which they have not been prepared to produce. The current cultural climate of America produces increasingly poverty-laden students in terms of writing teachers' imagined, necessary prerequisites, and students have been so exposed to the nation of creative expression as a "value" that they are surprised to find that it requires preparation and learning. Creative writing is, in fact, immeasurably harder than they think because the demands of form upon the shape of language and its "codes" of meaning is immersely intricate. toward intellectual passivity which society rewards, but which remains antithetical to the creative writer's true aim. A creative writing class which does not employ the workshop approach is described; it includes the following aspects: (1) a 2-hour formal lecture about short story form, which provides the basis of all that will follow; (2) weekly reading assignments of stories from an assigned text; (3) weekly writing assignments of formal essays concerning the stories read; (4) in-class discussions of the readings; (5) in-class exercises on various elements of stories, including group work for class presentations; and (6) at the end of the quarter, a reading by each student of one story from a collection of student-written stories, each student choosing the one she thinks is the best and stating the reasons for her choice. As a result of this highly directive and aggressive teaching approach student writing has greatly improved. The students also read well, speak with assurance about literacy form, and look forward eagerly to the next class in the writing sequence. (HB)

ED 345 301   CS 507 802

Breen, Myles P.
Can Australia Avoid Repeating American and European Mistakes?
PUB DATE- May 92
NOTE- 16p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; *Cultural Influences; *Cultural Interrelationships; Cultural Isolation; Culture Contact; Foreign Countries; Higher Education; *Sociocultural Patterns; Technological Advancement
IDENTIFIERS- *Australia; Educational Issues

In today's world, broad societal trends tend to originate in the center and migrate to the periphery. Europe and North America are in the center, and Australia is on the periphery. Of specific interest to communication scholars is the growth or ebbing of communication theories or techniques. One trend, the use of computers in communication scholarship, has entered a new phase. More quickly than has been true of previous innovations, computer usage in organizational communication research has made its way from North America to Australia.

cover 1960s history; popular culture, including television, movies, and bestsellers; architecture and painting; poetry and plays; and dancing and music. Suggestions are also included for a term project and final test. The handbook provides a detailed course outline which teachers can adapt to varied conditions, and offers a flexible array of interactive learning methods: artifact analysis papers, small-group activities, audiovisual materials, field trips, individual and group presentations, and the project. Forty-three reproducible handouts to guide activities (arranged by course units), a bibliography which contains an outline of basic materials needed, and extensive listings of additional print and audiovisual materials are included. (SR)

ED 345 319 CS 507 838

Hudson, Tim
Teaching with Interactive Multimedia.
PUB DATE- 24 Feb 92
NOTE- 6p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Communications; *Educational Technology; Higher Education; Instructional Effectiveness; *Man Machine Systems; Mass Media Use; *Media Selection; *Multimedia Instruction; Nonprint Media; Secondary Education; Technological Advancement
IDENTIFIERS- Interactive Communication

Based on the idea that anyone who is interested in making entertaining and informative presentations in educational settings is interested in multimedia, this practical guide offers tips for communication (and other) teachers who want to integrate and program interactive multimedia into their courses. The guide suggests that teachers on limited budgets begin by getting: (1) a personal computer; (2) an authoring system (a set of software referred to as a program); and (3) a VCR or Laserdisc player that interfaces with both the personal computer and the authoring system. The guide also recommends specific computer programs and hardware. (NKA)

ED 345 320 EA 023 635

Richardson, M. D.; And Others
The Changing Roles of the School Principal: A Research Synthesis.
PUB DATE- Nov 91
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Elementary Secondary Education; Instructional Leadership; *Leadership; *Principals; *Role Conflict; *School Administration; School Restructuring

Research concerning the changing roles of the school principal is rather than authoritative. Reasons are given for applying democratic principles to activities management and why it is the right thing to do. Next, the paper addresses the educating of co-curricular leaders about the merits of democratic management. The single greatest barrier to the implementation of participatory principles in activities is the widely held but grossly inaccurate image of activities--particularly athletics. In using business as an example of empowering workers, examples are given to illustrate how coaches and advisors of activities can benefit from this understanding through in-service effort. Further examples of athletic coaches using participatory strategies reinforce this notion. The paper then addresses the reasons beyond effectiveness for adapting participatory strategies to activities. In addition to modeling democratic principles, participatory activities are more likely to teach both responsibility and creativity. Finally, the paper elaborates on how democratically managed activities are consistent with research on effective schools. (Author/RR)

ED 345 341 EA 023 921

Meinhard, Richard
Schools of the Marketplace: A New Generation of American Schools.
PUB DATE- Feb 92
NOTE- 97p.; Prepared for New American Schools Development Corporation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Planning; *Educational Trends; Elementary Secondary Education; Private Schools; *School Choice; School Organization
IDENTIFIERS- *New American Schools Development Corporation

This design proposal for "Schools of the Marketplace" describes a system that does not rely on government bureaucracy to operate. Instead, it allows parents and students to choose their teachers, evaluates student performance more on results of projects and papers than on standardized tests, empowers teachers to form professional groups rather than depend entirely on unions, and takes advantage of a new entity--the Educational Development Corporation--to both guide and profit from the enterprise of education. The first of seven parts in the design plan addresses the intended outcomes through student, teacher, and organizational development. The second part outlines the basic concept, organization, finance and governance, and design of marketplace schools. The third part outlines the design team and its qualifications, and the fourth part gives the theoretical bases. The fifth part considers budget, and evaluation of marketplace schools is described in part 6. The final part gives the strategy for convincing others to put this design in place. Supporting documents include a paper entitled "Time to Shift the Paradigm," by Michael Rothschild, which addresses bionomics; and three papers by Richard Meinhard: "A Developmental Baseline Profile of 12 Key Elementary Science Concepts/Processes," "Concept/Process-Based Science," and "Contributions of Piaget to Science Education." (RR)

ED 345 342 EA 023 923

Witters-Churchill, Laurie, Ed.; Erlandson, David A., Ed.
The Principalship in the 1990s and Beyond; Current Research on Performance-Based Preparation and Professional Development.

"Charlene Jones," a hypothetical candidate from preservice through professional certification. (41 references) (MLH)

ED 345 361 EA 023 950

Etheridge, Carol Plata; Hall, Mary Lee
The Impact of School-Based Decision Making: A Case Study.
PUB DATE- Mar 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activism; *Administrative Organization; Case Studies; Democratic Values; Educational Change; Educational Policy; Elementary Education; *Low Income Groups; *Parent Participation; *Participative Decision Making; Politics of Education; School Based Management; *Urban Schools
IDENTIFIERS- *Empowerment; *Memphis City Schools TN; School Councils

As a last resort to catalyze change in its innercity schools, Memphis City School District (Tennessee) designated seven schools as school-based decision-making (SBDM) sites in April 1989. In the same month, Memphis State University researchers were appointed official observers/researchers of SBDM implementation. Not to be confused with school-based management, SBDM is a participatory process that shifts decision-making to the local school level and gives all affected parties a voice. This paper examines issues and processes related to a school administrative structure that replaces the traditional top-down bureaucratic management with a democratic strategy including urban parents as decision-makers. Ms. Apple's experiences during the first 3 years of the Memphis reform illustrate that personal and school changes can result when a low-income parent who lacks formal education and lives in public housing has opportunity and support, through district policy changes, to become a school level decision-maker. Ms. Apple's development from volunteer to leader to activist is described within this context as she struggles to become a viable decision-maker and accepted member of Urban Elementary School's political structure. (27 references) (MLH)

ED 345 362 EA 023 951

Hannaway, Jane
Decentralization in Education: Technical Demands as a Critical Ingredient.
PUB DATE- Mar 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Decentralization; Elementary Secondary Education; Interprofessional Relationship; *Organizational Change; *School Based Management; *School District Autonomy; School Restructuring; *Teacher Participation

The implications of decentralization reform on the amount of serious attention and effort that teachers give to teaching and learning activities are explored in this paper. The discussion is informed by the results of two case studies of school districts recognized as exemplary cases of decentralization. The first section describes limitations of the standard theoretical argument for decentralization, particularly the principal-agent approach. The two case studies are described in unless it approaches the level of the highest-spending school districts. One possibility is to redistrict the state and to create school districts of roughly equal wealth per pupil. This approach threatens the preservation of local control of education. Another remedy, "recapture," is based on redistributing local property taxes. The most viable approach is a hybrid one: enact a law that achieves a high degree of fiscal neutrality while ensuring that the opponents of increased state taxes, redistricting, and recapture do not lose too much in the new reform measure. The Texas legislature recently embraced such a hybrid approach in Senate Bill 351. Examples of responses from Texas school districts and various groups indicate that informed political horse-trading and not rational models have and will continue to carry the day in educational finance. (39 endnotes) (MLF)

ED 345 382   EA 023 999

Micro-Level Educational Planning and Management. Handbook.
PUB DATE- 91
NOTE- 235p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Principles; Data Collection; *Decentralization; *Educational Administration; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Models; Needs Assessment; Personnel Management
IDENTIFIERS- *Asia Pacific Region; Management Practices; *Microplanning; Project Management

Originating from a manual prepared for a UNESCO workshop, this handbook addresses concepts, approaches, and methods required for planning and management of education at the microlevel. Part I introduces microplanning and management as an important component of overall development efforts, concentrating on education. Chapter 1 describes the necessity of decentralization and relegating planning of elementary and secondary education to the local community. Chapter 2 describes the planning process, and chapter 3 reviews key elements of microlevel planning and management. Part II has eight chapters that discuss microplanning techniques, including needs assessment, data gathering and analytical techniques, school mapping, location planning, facilities planning, interinstitutional coordination and networking, preparation of project operation plans, and project formulation and management. Part III focuses on the microlevel management processes, including management of implementation, personnel management, staff development and professionalization, management of committees and groups, and communication. Part IV treats financial management, and part V covers community support and participation. The final part discusses monitoring and evaluation processes, stressing the importance of corrective mechanisms and management information systems. (18 references) (MLH)

ED 345 383   EA 024 001

Oregon School Bond Manual. Seventh Edition.
PUB DATE- 1 Nov 91
NOTE- 156p.

effectiveness are briefly summarized. It is stressed that successful intervention requires coordination among various involved agencies and early identification and intervention. (91 references) (DB)

ED 345 401 EC 301 161

Silver, Archie A.

The Heterogeneity of ADHD and Some Implications for Education.

PUB DATE- Mar 92

NOTE- 21p.; Paper presented at the International Conference of the Learning Disabilities Association (Atlanta, GA, March 4-7, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attention Deficit Disorders; Behavior Change; *Drug Therapy; Elementary Secondary Education; Etiology; *Hyperactivity; Individualized Programs; Interdisciplinary Approach; *Intervention; Learning Disabilities; Medical Evaluation; Needs Assessment; Outcomes of Treatment; Research Methodology; Special Education

IDENTIFIERS- Methylphenidate

This paper examines factors possibly responsible for the poor outcomes of many children with attention deficit hyperactivity disorder (ADHD) and suggests possible ways of improving services to this population. It is concluded that each of the etiological factors identified for ADHD has its own characteristics, driven by genetic vulnerabilities and shaped by the child's life experiences. Specific ADHD is seen to involve inattention, impulsivity, and hyperactivity without any etiological implication. Specific ADHD is subdivided into two major groups, the behavioral subtype and the cognitive subtype, which respond to different forms of intervention including stimulant medication. The failure to account for heterogeneity in the ADHD population is seen to be responsible for the mixed findings of studies on the effectiveness of methylphenidate therapy. Schools are encouraged to recognize the heterogeneity of the ADHD syndrome; provide comprehensive diagnosis in cooperation with medical and other professionals; and devise individually appropriate combinations of remedial education, medication, behavioral modification, and support. (31 references)

ED 345 402 EC 301 162

Confidentiality and Collaboration: Information Sharing in Interagency Efforts.

PUB DATE- Jan 92

NOTE- 58p.; A product of Joining Forces--a joint APWA/CCSSO Project.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Agency Cooperation; Civil Liberties; *Compliance (Legal); *Confidentiality; Confidential Records; Delivery Systems; *Disabilities; Disclosure; Due Process; Elementary Secondary Education; Ethics; *Information Transfer; Legal Problems; *Legal Responsibility; Privacy; School Role; State Legislation

This study examined the effectiveness of mediation (in comparison with due process hearings) in resolving disputes between parents of children with disabilities and school districts. Respondents (from 10 states) included 35 parents who had taken part in a mediation procedure only; 29 in a mediation procedure prior to a due process hearing; and 18 in a due process hearing only. The "Parent Satisfaction Survey" was developed and used to assess parental satisfaction with either the due process hearing or the mediation procedure as well as the outcome of these processes in respect to specific variables (such as the nature of the conflict, the nature and severity of the child's handicapping condition, the child's age, and the socioeconomic status of the parents). Results indicated that parents who took part in the mediation procedure reported significantly lower ratings of emotional cost to both parents and families. However, in relation to the other variables under study, there were no significant differences indicated between parents in the two groups. A systematic policy analysis of both mediation and due process conflict resolution processes resulted in recommendations for: (1) the development and maintenance of collegial relationships between parents and the schools; and (2) that a mediation "model" be established based on effective methods of conflict resolution. Appendices include project forms and letters and the Parent Satisfaction Survey instrument. (Approximately 100 references) (DB)

ED 345 423 EC 301 184

Panitch, Melanie
Quality Child Care for All: A Guide to Integration.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario). Social Service Programs Branch.
PUB DATE- 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Day Care; *Disabilities; Early Childhood Education; Foreign Countries; Individualized Programs; Labeling (of Persons); *Mainstreaming; Parent Role; Parent School Relationship; Program Development; *Social Integration; Teacher Role; Teamwork
IDENTIFIERS- Canada

This manual is intended to facilitate the integration of children with mental handicaps into child care centers in Canada and elsewhere. The first chapter looks at the background of integration in early childhood child care programs in Canada and identifies concerns of parents. The second chapter explores the practice of labelling children with disabilities including both positive and negative consequences. Stressed in the third chapter is the need for careful planning and collaboration to ensure the inclusion of all children. The specific roles of administrators, staff, and parents as well as the importance of teamwork are examined next. The fifth chapter, on program development and implementation, discusses the individualized planning process, use of resources, and transitional periods. The last chapter offers eight hypothetical situations presenting dilemmas for problem solving and role playing. Appendices include: a glossary, guidelines for parents choosing a group setting, an inventory of children's needs, and a purposes, the course coordinator sends letters describing the course to eligible incoming freshmen prior to summer orientation sessions, and maintains contacts with academic advisors for referral of potential students. Two case studies are presented of students who attribute their success to the program. (JDD)

ED 345 443 EC 301 204

Fitzgerald, Jill; And Others
Literacy in Homes of Preschool Children with Down Syndrome.
PUB DATE- 26 Mar 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Downs Syndrome; Early Experience; *Family Environment; Interaction; *Language Acquisition; *Literacy; Mothers; Observation; Parent Child Relationship; *Parents as Teachers; *Prereading Experience; Preschool Children; Preschool Education; Story Reading

This study explored the extent and nature of the literacy artifacts, references, and events in the homes of three preschool children with Down Syndrome. Analyses were based on observations and tape recordings taken during home visits. Major conclusions included: (1) the homes of the preschoolers were print rich, and literacy references and events did occur, but at a modest level; (2) variety in types of literacy activity was negligible, with nearly all of the literacy-event time being consumed by storybook sharing; (3) mothers' style of literacy and language interactions with the children was characterized as fitting differing points on a mother-as-teacher continuum; (4) the three families spent about half as much time as families of nondisabled children on literacy events; (5) two of the mothers' styles of storybook sharing were sensitive to literacy level and conducive to child's vocabulary development. Overall, it was concluded that the mothers' style of language interaction with their children was not highly likely to build foundations for literacy development. (Approximately 70 references) (JDD)

ED 345 444 EC 301 205

Brown, Dale S.; And Others
Pathways to Employment for People with Learning Disabilities: A Plan for Action. Recommendations of a Consensus-Building Conference (April 30-May 1, 1990).
PUB DATE- 90
NOTE- 97p.; Report sponsored by the National Center for Learning Disabilities.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Advocacy; Attitudes; Definitions; Employment; *Employment Opportunities; *Employment Potential; High Schools; Job Skills; *Learning Disabilities; *Long Range Planning; Policy Formation; Postsecondary Education; *Public Policy; Vocational Education; *Vocational Rehabilitation

The President's Committee on Employment of People with Disabilities brought together a total of 61 educators, employers, helping professionals, people with learning disabilities, family members, and government policy leaders in a conference designed to identify issues and develop a strategic plan to improve employment opportunities for people and working life, concluding that action researchers must position themselves within an unclear field of crossing and contiguous interests. Such a task demands a greater degree of reflexivity than has been usual in the Scandinavian model for action research. (36 references) (KC)

ED 344 995 CE 060 992

Burford, Anna M., Ed.; Arnold, Vivian, Ed.
The Hidden Curriculum. National Business Education Yearbook, No. 30.
PUB DATE- 92
NOTE- 213p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Business Education; Business Skills; *Curriculum Development; Educational Needs; Educational Objectives; *Education Work Relationship; *Employment Potential; Evaluation Methods; *Hidden Curriculum; Individual Development; Interpersonal Competence; *Job Skills; Lifelong Learning; Postsecondary Education; Reading Instruction; School Business Relationship; Secondary Education; Student Evaluation; Student Organizations; Teaching Methods; Technical Education; Technological Advancement; Telecommunications; Work Attitudes; Work Experience Programs

This yearbook contains 19 papers (selected by referees) that concentrate on the "hidden curriculum"--integrated topics often taught or needing emphasis, but having limited coverage in classroom textbooks. The book is organized in three parts. Part I calls attention to the subject of excellence versus mediocrity, introduces the reader to current trends in the work force, and describes the role of the educator as a facilitator of the hidden curriculum. Paper titles and authors are as follows: "The Hidden Curriculum: An Opportunity: (Burford, Arnold); "Defining the Work Force of the 1990s: Implications for Curriculum Development and Instructional Practice" (Haynes); and "The Teacher as Facilitator of the Hidden Curriculum" (O'Neil, Schmidt). Part II concentrates on a range of content areas and presents strategies for learning, reinforcing, and evaluating curricula, in the following papers: "Hidden Agendas for Reading Skills" (Olsen); "Hidden Agendas for Proofreading Skills" (Joyner); "Hidden Agendas for the Basic Business Subjects" (Echternacht); "The Hidden Agenda for Communication" (Brewer, Bloom); "Listening: A Partner for Career Enhancement and Establishment" (Bennington); "Evaluation: A Tool for Learning and Identifying Talent" (Kleen); "Characteristics of Learning and Associated Outcomes" (Drennan, Sawyer); "Active Learning through Structured Grouping in the Classroom" (Miller, Monthei); "Lifelong Learning" (Cochrane); "The Need to Incorporate the Work Ethic and Ethics into Business Education Curricula" (Wayne, Chapman); "Social and Personality Development" (Prigge, Ray); and "Education for Employment" (Sink, Dugal). Part III reviews selected features of the hidden curriculum and presents strategies for using telecommunication, youth organizations, and work partnerships to improve business education. Papers are as follows: "Teaching the Hidden Curriculum in Technology Courses" (Clark, Winzurk); "Youth Organizations and Their Role in Enhancing Elements of the Hidden Curriculum" (Newton); "Education and Work Partnerships" (Zahn, Poole); and "Networking Telecommunications orientation, as measured by a 45-statement instrument, to family background and socioeconomic condition, work history of the student, and participation in school-supervised work experience. The study used data collected as part of a longitudinal study of 1,063 high school students in 1989 for 5 schools in 3 locations: a comprehensive high school in a rural county in the South, an inner-city magnet school specializing in automotive trades in a large northeastern city, and three comprehensive suburban high schools adjacent to a major metropolitan area in the upper Midwest. Five work orientation factors were measured by the survey: cynicism about work, responsibility about work, materialistic motivation, job satisfaction, and honest attitude about work. Findings were as follows: (1) female students are less materialistic, more responsible, but less honest in their work than males; (2) work orientation varies more by geographic grouping than within groups at a particular location; (3) children whose parents are economically secure are less concerned with security; (4) authoritarian supervision is associated with cynicism; (5) academic students are more responsible in their work attitudes than general or vocational students; and (6) vocational students are more materialistic and more honest about work. The study suggested that nonschool socioeconomic factors accounted for most of the attitude differences among the students. (10 references) (KC)

ED 345 014 CE 061 042

Owens, Diane K. S.
First Semester College Performance of GED Graduates at the University of Alaska Anchorage.
PUB DATE- May 89
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Students; Age; *College Freshmen; College Programs; Followup Studies; Grade Point Average; Higher Education; *High School Equivalency Programs; *Outcomes of Education; Program Effectiveness; *Student Characteristics
IDENTIFIERS- *General Educational Development Tests; University of Alaska Anchorage

A study compared records of General Educational Development (GED) graduates and University of Alaska (UAA) students to assess first-semester college performance of 506 recently certified GED graduates. Data indicated that 31 percent of Anchorage-area GED graduates had enrolled at the UAA within 1 to 4 years following their GED graduation. Fifty percent of those students experienced success in their first semester. Correlations were run suggesting that significant relationships exist between college grade point average and each of three variables: GED composite scores, enrollment ages, and GED reading test scores. A comparison of frequency distributions suggested that, although the level of GED scores is not a significant factor, age is a significant factor in successful course completion. A higher proportion of older students achieved success than those students under 25 years of age. It was concluded that GED graduates can be expected to experience difficulties not limited to academic unpreparedness in their first college semester. (16 references) (Author/KC)

ED 345 015 CE 061 044

Ruud, Alice M.
Design Your Own Life from High School to Career.
PUB DATE- 89
NOTE- 155p.; First Edition.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Development; *Career Planning; *Goal Orientation; Higher Education; High Schools; Individual Development; Life Satisfaction; Motivation; Need Gratification; Paying for College; Personality Assessment; Quality of Life; Self Actualization; Student Educational Objectives; Values; *Values Clarification

This career planning handbook is designed to help high school students to set goals and plan their lives. Its 11 sections cover the following: personal data, personality type, skills, discovering values, the world of work, goal setting, life plans, preparing for college, basic necessities, meeting college costs, and job prospects. Each section contains information and self-check quizzes and worksheets to help readers determine their characteristics and values and to investigate options for their educational and work lives. Samples of job applications, cover letters, college applications, and letters of recommendation are included. Occupational clusters are briefly discussed. The guide contains 43 references. (KC)

ED 345 033 CE 061 118

Suksi, James
Educational Reform: Bridging the Tech Prep Gap.
PUB DATE- Dec 91
NOTE- 28p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Associate Degrees; Basic Skills; *College Programs; Competence; Competency Based Education; *Developmental Programs; *Educationally Disadvantaged; *Educational Needs; Education Work Relationship; Postsecondary Education; *Technical Education; Technology; Transitional Programs; Two Year Colleges
IDENTIFIERS- *Northern Michigan University; Tech Prep

In response to the Perkins Vocational and Applied Technology Act, schools and colleges across the country are rushing to launch "tech prep" education programs. The resulting 2   2 programs are designed primarily for 16- to 20-year-olds who complete high school and then go on for postsecondary education in a technical or practical field. However, the legislation does not take into account that segment of the out-of-school population who also desire to earn an associate degree in a practical field but are inadequately prepared to do so. In an effort to bridge the knowledge gap of this group, the School of Technology and Applied Sciences at Northern Michigan University began a 1-semester, technology-oriented developmental program. The bridging curriculum addresses all the competencies recommended for technical preparation by the Michigan Tech-Prep Task Force in order to strengthen the learners' basic skills. Major components of the program include assessment, counseling,

IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for agricultural products sales and service occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the eight units are as follows: general safety precautions; sales skills; customer service; business management; inventory; merchandise delivery; equipment operation and maintenance; and employability skills. (KC)

ED 345 052 CE 061 146

Business Information Systems. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Aug 91
NOTE- 31p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; Competence; *Competency Based Education; Computer Software; *Data Processing Occupations; Employment Potential; Entry Workers; *Information Systems; Job Analysis; Job Skills; Microcomputers; *Office Automation; Postsecondary Education; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for business information systems occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 11 units are as follows: data input; microcomputer operations; computer operations; information systems; software applications; general business concepts; office functions; communications; professionalism;

Animal Management Technician. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 92
NOTE- 31p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Occupations; *Allied Health Occupations Education; *Animal Caretakers; Animal Facilities; Animals; Competence; *Competency Based Education; Disease Control; Employment Potential; Entry Workers; Job Analysis; Job Skills; Marketing; *Medical Services; Occupational Information; Postsecondary Education; Safety; Secondary Education; Task Analysis; *Veterinary Assistants; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for animal management technician occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 13 units are as follows: general safety precautions; animal care industry; housing; breeding and reproduction; feeding; grooming; handling; aquarium management; health care; marketing and sales; merchandise handling; business management; and employability skills. (YLB)

ED 345 071 CE 061 165

Building and Property Maintenance. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 92
NOTE- 32p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning; *Buildings; Building Trades; Carpentry; Competence; *Competency Based Education; Electricians; Employment Potential; Entry Workers; Heating; Job Analysis; Job Skills; *Maintenance; Masonry; Occupational Information; Painting (Industrial Arts); Plumbing; Postsecondary Education; Refrigeration Mechanics; Roofing; Secondary Education; Task Analysis; Ventilation; Welding
IDENTIFIERS- DACUM Process; Ohio

IDENTIFIERS- *Partnerships in Education
This booklet offers guidelines on how to set up school-employer partnerships based on how others have planned, organized, operated, promoted, and funded their programs. This document describes the following strategies that work in school-to-work transition: (1) developing and maintaining partnerships; (2) planning; (3) learning; (4) anticipating and planning for problems; (5) funding; and (6) promotion to keep partnerships intact. Descriptions of seven successful high school and three post-high school programs are followed by 16 other sources of helpful information. (NLA)

ED 345 089 CE 061 197

Riccio, James; Friedlander, Daniel
GAIN: Program Strategies, Participation Patterns, and First-Year Impacts in Six Counties. California's Greater Avenues for Independence Program.
SPONS. AGENCY- California State Dept. of Social Services, Sacramento.
PUB DATE- May 92
NOTE- 276p.; For related documents, see ED 317 257, ED 330 400, and ED 337 657.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Comparative Analysis; Economically Disadvantaged; Employment Patterns; Employment Programs; Followup Studies; Job Skills; *Job Training; Low Income Groups; One Parent Family; *Participation; *Program Effectiveness; Program Evaluation; Program Implementation; Salaries; State Programs; Statewide Planning; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *California; *Greater Avenues for Independence
The first findings of an evaluation of California's welfare-to-work program, Greater Avenues for Independence (GAIN), related to its impact on employment, earnings, and welfare payments. The impact results came from a study of applicants for and recipients of Aid to Families with Dependent Children (AFDC) in six counties and were limited to the first year after people entered GAIN. Information was collected about patterns of participation and implementation strategies used by local welfare departments. The research sample of 33,000 individuals included single heads of households (AFDC-FGs) and heads of two-parent households (AFDC-Us). Overall participation rates were generally as high or higher than levels reported in a 1989 study and within the range reported in studies of other mandatory welfare-to-work initiatives. The GAIN treatment was not uniform throughout California but was an intervention shaped by resource allocation and other choices made by county administrators. No single approach emerged as a clearly superior way to yield high participation rates. For AFDC-FG registrants, GAIN yielded increased earnings and corresponding reductions in AFDC payments in four counties. For AFDC-U registrants, GAIN increased earnings in four counties, although impacts were not statistically significant in one county; AFDC reductions were also found in those four counties. (The report includes an executive summary, 48 tables, and 17 figures. Appendixes contain 49 pages of supplemental tables, 16 references, and a list of related reports.) (YLB)

ED 345 090 CE 061 198

Nieuwenhuis, Ann; Hathaway, Irene

PUB DATE- Jun 92
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; *Educational Objectives; Enrollment; *High Schools; Institutional Environment; Institutional Mission; *Needs Assessment; Organizational Objectives; Role of Education; *Secondary School Curriculum; Teacher Attitudes; Teacher Behavior; Teacher Burnout; Teacher Morale; Teaching Load; Vocational Education; *Vocational Education Teachers

As experienced by vocational teachers in five California comprehensive high schools, the peripheral nature of vocational education results from two dimensions of school context. First, the purposes and priorities of these comprehensive high schools tend to be ordered in ways that concentrate symbolic acclaim and material resources on academic courses or teachers. An institutional orientation toward the college-bound permeates these schools, diminishing the contributions of vocational and other nonacademic teachers, and reinforcing a long-standing gap between theory and practice and between intellectual and practical endeavors. The main contribution made by vocational teachers is to absorb large numbers of those students who have the greatest difficulty in conventional academic classes. Second, the present configuration of staffing, course offerings, and student placement results in a compressed curriculum that teachers frequently find difficult to defend in terms of preparation for work. The purposes of genuine work education are further compromised as the explicit aims of vocational education are subsumed by other purposes and other dynamics, mostly having to do with responses to academically marginal students. (Appendixes include a list of 33 references and a description of the five public comprehensive high schools that were studied.) (YLB)

ED 345 108 CE 061 374

Lawler, Patricia A.
The Keys to Adult Learning: Theory and Practical Strategies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Development; *Adult Education; Adult Educators; *Adult Learning; Adult Students; Classroom Techniques; Educational Philosophy; *Educational Strategies; Learning Activities; Learning Strategies; *Learning Theories; Student Characteristics; *Teaching Methods

This book is designed to provide a foundation in adult learning theory, a knowledge base that will increase understanding of what works and what does not work with the adult learner. It is written for practitioners who work with adults in nearly any setting. The book is both theoretical and practical. It provides a foundation in adult learning ideas and strategies based on research and personal experience, along with practical strategies for implementation. Chapter 1 discusses the purposes of educating adults and the underlying philosophies of adult achievement in high school. Eleven of the respondents participated in one of the TRIO programs mentioned. This finding reinforces the concept of a TRIO network system. (LLL)

ED 345 126 CG 024 191

Zimmerman, James K.; La Sorsa, Valerie A.
Being the Family's Therapist: An Integrative Approach.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Conference of the American Association of Suicidology (25th, Chicago, IL, April 1-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Counseling; Counseling Techniques; *Depression (Psychology); *Family Counseling; Family Relationship; *Suicide; Systems Approach

There is strong justification in the counseling literature for bridging individual and family perspectives. The Adolescent Depression and Suicide Program at Montefiore Center/Albert Einstein College of Medicine (New York) is a brief treatment, outpatient clinic designed to provide mental health services for suicidal adolescents and their families. At the clinic there has been a concerted effort to develop and implement treatment approaches for this population that can exert powerful therapeutic leverage quickly. Two central treatment principles frequently employed in treatment in the clinic are: a suicide attempt in adolescence can be understood as a problem-solving behavior; and the speed at which separation and individuation occur, and whether the adolescent and the family are in synchrony regarding the rate of this process, are often aspects of the problem at hand. The approach to treatment at the clinic integrates family systems, developmental, and psychodynamic theoretical perspectives in a technical combination of individual and family modalities, which can be effective in treating suicidal adolescents. Ultimately, such an approach can allow the family as a system to move ahead at a mutually acceptable rate. What can be achieved is a successful renegotiation of relationships which allows the adolescent to move into adulthood while retaining connectedness with the family. This renegotiation also allows the family to experience individuation within the context of strong interpersonal bonds. (LLL)

ED 345 127 CG 024 193

Vacc, Nicholas A., Ed.; And Others
Experiencing and Counseling Multicultural and Diverse Populations. Second Edition.
PUB DATE- 88
NOTE- 367p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indians; Amish; Asian Americans; Blacks; *Client Characteristics (Human Services); *Counseling Techniques; Counselor Role; Cubans; *Cultural Awareness; Cultural Differences; Displaced Homemakers; Elementary Secondary Education; Higher Education; Hispanic Americans; Homosexuality; Lesbianism; Mexican Americans; Older Adults; One Parent Family; Physical Disabilities; Reentry Workers; Refugees

letter to the trainer which lists requirements for being effective in training peer counselors. Chapter II looks at the concept of peer counseling and its components, chapter III examines the changing roles of counselors, and chapter IV presents research findings on peer counseling. Chapter V focuses on development of the trainer. Chapter VI discusses the setting up of a peer counseling program, chapter VII reviews the training model and procedures to follow, and chapter VIII presents the training program itself, which is divided into modules designed to cover all eight basic communication skills. Following this chapter are two sets of modules for the two books of activities for trainees, 13 modules for Book 1, The Introductory Program, and 11 modules for Book 2, Applying Peer Helper Skills. Chapter IX describes operationalizing peer counselors/helpers and advanced training, chapter X deals with program evaluation, chapter XI discusses peer counseling in action, and chapter XII provides guidelines for the paraprofessional in human services. Appendixes contain pre- and posttests on the positive values continuum, evaluation forms, other forms and application blanks, and rating sheets. Lists of references and additional readings are included. (NB)

ED 345 147 CG 024 214

Tindall, Judith A.
Peer Power: Becoming an Effective Peer Helper. Book 1, Introductory Program. Second Edition.
PUB DATE- 89
NOTE- 259p.; For companion materials, see CG 024 213 and CG 024 215 (Book 2).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Assertiveness; *Communication Skills; *Counselor Training; Empathy; Helping Relationship; Models; *Peer Counseling; Problem Solving; *Skill Development

A step-by-step model for training peer counselors forms the basis of the trainer's manual and accompanying exercises for trainees which are organized into two books for effective skill building. Designed for peer counseling trainees, this document presents the first of these two exercise books. The book begins with three very brief chapters which include introductory comments for trainees (chapter I), an overview of the peer counseling program (chapter II), and a look at roles for peer counselors (chapter III). Following these three chapters are the 13 modules for this introductory program to peer counseling. Module 1 describes peer counseling, module 2 introduces the trainee to the program, and module 3 explores helping behaviors. The remaining modules focus on a variety of peer counseling skills to be developed by trainees: attending skills (module 4), communication stoppers (module 5), empathy skills (module 6), summarizing skills (module 7), questioning skills (module 8), genuineness skills (module 9), assertiveness skills (module 10), confrontation skills (module 11), and problem-solving skills (module 12). Module 13 concentrates on putting peer counseling into action. Each module contains a variety of exercises, activities, and worksheets for trainees. A brief concluding chapter is followed by a list of additional readings. (NB)

ED 345 148 CG 024 215

chapter considers beginning new relationships. The fourth chapter examines preparing for remarriage, and addresses the issues of money, children, sex and intimacy, parents, and the honeymoon. The fifth chapter explores the role of children when a couple decides to remarry. The sixth chapter focuses on the influence of the ex-spouse on remarriage. The seventh chapter presents information about integrating the family, and considers the importance of structure. In the eighth chapter the establishment of a stepfamily lifestyle is discussed, and in the ninth chapter old memories and the stepfamily are explored. The tenth chapter deals with the role of the custodial parent. The eleventh chapter examines dilemmas of the stepparent, and the twelfth chapter discusses preventing friction in the stepfamily. The thirteenth chapter focuses on creating a family atmosphere. The fourteenth chapter provides information about understanding children's behavior in the stepfamily; and the fifteenth chapter explores the effects of relatives, professionals, and society on the stepfamily. The sixteenth chapter emphasizes the shaping of plans that will affect the future. (LLL)

ED 345 167   CG 024 234

Coad, Cynthia P.
Your Full Future...After the Empty Nest.
PUB DATE- 89
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Exploration; Career Guidance; Career Planning; *Displaced Homemakers; Employment Interviews; *Females; Individual Development; Interpersonal Relationship; Job Search Methods; Objectives; *Reentry Workers; Resumes (Personal); Self Actualization; Self Evaluation (Individuals)
IDENTIFIERS- *Empty Nest Syndrome

This book is designed for women who want to react to the empty nest syndrome with a new career. The first chapter contains an introduction and activities to help with self-awareness and career exploration. The second chapter discusses the importance of a positive plan. Strategies for setting long and short term goals, a sense of responsibility for carrying out these goals in a timely manner, an optimistic outlook, adaptability and flexibility, and good interpersonal relations are all explored. In the third chapter the focus is on preparing for the job search and career advancement. Grooming for the interview, resume preparation, application form preparation, interview techniques, and cover letter and follow-up letter techniques are all addressed. The fourth chapter focuses on job retention and career advancement. This chapter contends that moving ahead in a career requires motivation, energy, and continuing preparation. Performance evaluations and problem solving abilities are discussed. The fifth chapter considers the ups and downs of moving ahead. Cultivating good interpersonal relations with other employees, improving public speaking skills, networking, and maintaining a positive attitude are all recommended. The sixth chapter presents thoughts about the practical application of the ideas in the book. Throughout the book explanations, instructions, graphics, and examples for each job preparation activity; job search techniques; and self-improvement step are included. (LLL) listening and providing confidentiality. The sixth chapter is about empathy and the seventh, responsibility. The eighth chapter discusses the need to belong. The ninth chapter focuses on sexuality, including the emotional experience, belonging, and sex and the practicing school counselor. The 10th chapter discusses sexual abuse, its prevention, aftermath, and treatment of victims. The 11th chapter has as its theme drug abuse and the 12th drug abuse prevention. The 13th chapter discusses career counseling. The 14th deals with sex education, homosexuality, and suicide. The last chapter focuses on the role of the school counselor. A paper published in 1978 on the practice of counseling in the secondary school is reprinted in the appendix. Other appendixes contain information on the practice of counseling in the secondary school, recollections on participation in the counseling profession, and sample copies of the counselor's functional orientation worksheet. (ABL)

ED 345 187 CG 024 254

Leva, Richard A.
Psychotherapy: The Listening Voice. Rogers and Erickson.
PUB DATE- 87
NOTE- 303p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140),Collected Works - General (020)
DESCRIPTORS- *Counseling Techniques; *Counseling Theories; Hypnosis; *Psychotherapy
IDENTIFIERS- *Erickson (Milton H); *Rogers (Carl)

The views of Carl Rogers and Milton H. Erickson are combined in this book on psychotherapy. The first section focuses on belief systems, views of man, new views of the unconscious, and a philosophy for change. Erickson and his relationship to myth, the nature of man and the goal of counseling, trance, and a radical view of the unconscious are discussed. The second section presents readings in Ericksonian and Rogerian therapy. Introductions are included to these chapters: (1) The Uniqueness of Similarities: Parallels of Milton H. Erickson and Carl Rogers (Hugh Gunnison); (2) Reaction to Gunnison's Article on the Similarities between Erickson and Rogers (Carl Rogers); (3) Content and Know-How: A Model for Ericksonian Psychotherapy (James Wilk); (4) Transformation Techniques of the New Hypnosis (Daniel L. Araoz); (5) Two Level Communication and the Microdynamics of Trance and Suggestion (Milton H. Erickson and Ernest L. Rossi); (6) Traditional Delusions versus Ericksonian Realities (Ronald A. Havens); and (7) Infra-thin (Richard A. Leva). The third section discusses techniques for change. Similarities between Rogers and Erickson are reviewed and basic facilitative skills are described. Also discussed are counseling techniques, specifically how to establish the: core conditions; hypnotic conditions; trance conditions in Rogerian therapy; and self-reference. (ABL)

ED 345 188 CG 024 255

Dodson, Laura Sue; Kurpius, DeWayne
Family Counseling: A Systems Approach.
PUB DATE- 77
NOTE- 170p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

references and 7 appendixes--containing a questionnaire, the checklists, the reading behavior form, and learning activities handouts--are attached.) (Author/SR)

ED 345 207 CS 010 929

Nagy, William E.; And Others
Guidelines for Instruction in Structural Analysis. Technical Report No. 554.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decoding (Reading); Elementary Education; Instructional Effectiveness; Language Processing; Prefixes (Grammar); *Reading Instruction; *Structural Analysis (Linguistics); Suffixes; Teaching Methods
IDENTIFIERS- Words

Because students encounter a steady stream of new words in their reading, structural analysis--the ability to gain information about the meaning, pronunciation, and part of speech of new words from their prefixes, roots, and suffixes--is an important component of skilled reading. It follows, then, that effective reading instruction should include helping students gain and apply knowledge of structural analysis. Instruction should provide explicit explanations of both how and when to use structural analysis; take into account the diversity of English word structure, and adapt instruction to the different problems posed by the compounds, prefixes, and suffixes; make clear to students the limitations of structural analysis--how to recognize when it does not work, and what to do about it; and to use extended text in opportunities for application. Structural analysis instruction should be grounded in context and provide numerous opportunities for students to determine the meanings of prefixed words, derivations, and compound words in extended text. Effective instruction must aim for strategic use of structural analysis. Students should be given sentences containing unfamiliar words that could, orthographically at least, be broken down into a familiar stem plus an affix, and then asked to decide whether their analysis leads to a meaning compatible with the context. Strategic use of structural analysis involves using it in concert with other strategies for dealing with new words. (Twenty references are attached.) (Author/RS)

ED 345 208 CS 010 930

Durgunoglu, Aydin Y.; Hancin-Bhatt, Barbara J.
The Role of First Language in the Second-Language Reading Process. Technical Report No. 555.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingualism; Bilingual Students; *Cognitive Processes; *Language Research; Literature Reviews; Reading

Schmitt, Maribeth Cassidy; Hopkins, Carol J.
Metacognitive Theory Applied: Strategic Reading Instruction in the Current Generation of Basal Readers.
PUB DATE- Dec 90
NOTE- 33p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Content Analysis; Elementary Education; *Metacognition; Reading Comprehension; Reading Research; *Reading Skills; Reading Strategies; Textbook Content; *Textbook Evaluation; Textbook Research
IDENTIFIERS- *Strategic Reading

A study examined the content of eight 1989 editions of the major basal reading series--those of Harcourt Brace Jovanovich; D.C. Heath and Co.; Holt Rinehart and Winston; Houghton Mifflin; Macmillan; McGraw-Hill; Scott, Foresman and Co.; and Silver Burdett and Ginn. The study determined how and the extent to which lessons and activities that promote metacomprehension behaviors necessary for independent strategic reading were included in the second-, fourth-, and sixth-grade levels of these series. Data were derived from page-by-page inspections of the basal reading series. Results indicated that basal authors have made considerable efforts to incorporate activities and lessons that promote or foster strategic reading through comprehension skill instruction, through explicit strategy instruction, and in the context of directed reading activities that accompany reading selections. (Four tables of data are included; 32 references are attached.) (Author/RS)

ED 345 227 CS 010 953

Farris, Linda
Teaching through Children's Literature: Whole Language Activities for the Classroom.
PUB DATE- Feb 92
NOTE- 9p.; Paper presented at the Annual Meeting of the West Regional Conference of the International Reading Association (Portland, OR, February 27-29, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Class Activities; Elementary Education; Literature Appreciation; Reading Material Selection; *Whole Language Approach

This bibliography lists 106 items of children's literature suitable for use in a whole language classroom. The bibliography is divided into 15 sections, including alphabet books; rhythm, rhyme, and song; science and health; inventions and cures; mystery; fairy tales and folk tales; Native Americans; fun with language; math; friends; jokes and riddles; animals; a mouse thematic unit; and "just because." A concluding section lists books about using children's literature in the classroom. A brief descriptive phrase is attached to most of the items listed in the paper. (RS)

ED 345 228 CS 213 244

Gould, Christopher

and whether working in the field should be a goal for women. Each found real benefits and opportunities in rhetoric and composition. (SG)

ED 345 246 CS 213 293

Brock, Sharon L.
Formative Evaluation of the Communications and Writing Magnet Elementary Schools 1990-1991.
PUB DATE- Aug 91
NOTE- 54p.; Product of the Evaluation Office.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication (Thought Transfer); Communication Skills; Educational Research; Elementary Education; *Elementary Schools; *Magnet Schools; *Program Evaluation; *Writing (Composition)
IDENTIFIERS- *Kansas City Public Schools MO

A formative evaluation documented the progress made by three elementary schools (Crispus Attucks, New West, and Troost) during the second year of implementing the communications and writing theme in the Kansas City, Missouri School District's Long Range Magnet School Plan. Results indicated that all schools are making good progress in implementing the communications and writing theme. Enrollment at each school was at least 80% of capacity. Court-ordered minority enrollment goals were variable. The levels of student, teacher, and parent satisfaction with the communications and writing program were favorable and had improved since the first year of implementation. Compared to the previous year, more students participated in and enjoyed theme classes. Theme instructional experiences in video production, photography, computer use, and writing were well received. The only problem expressed by students concerned student relations. A large majority of students stated that they did not get along well with students of other races and cultures. Teachers were concerned with the relatively low level of academic progress made by the students. Teachers' principal dissatisfaction was with staff development and inservice programs. Parent perceptions were favorable toward the school, the magnet program, and the progress of their child in the theme. Achievement data varied considerably among schools, by grade, and by ethnicity. (Eleven tables of data are included. Four appendixes on special projects and activities in the three schools; student, teacher, and parent perceptions and ratings by school; New West extended day activities; and Iowa Tests of Basic Skills (ITBS) scores by school are attached.) (SR)

ED 345 247 CS 213 295

Inkster, Robert P.
Should We Outgrow Personal Writing? Polanyi and Perry on Reality, Truth, and Intellectual Development.
PUB DATE- 19 Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Moral Development; Moral Values; Personal Narratives; *Student Attitudes; Writing (Composition);

ED 345 264   CS 213 331

Jacobi, Martin J.
A Cooperative Rhetoric for Professional Communication.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Case Studies; *Cooperative Learning; *Course Content; Feminism; Higher Education; *Ideology; Language Role; Moral Values; *Rhetoric; Technical Writing
IDENTIFIERS- *Collaborative Writing; Professional Communication

Professional communication as commonly taught and practiced encourages the avoidance of ethical concerns and responsibilities. Communicators are asked to accept the assumption that they are engaged in the value-free transmission of objective truth. Teachers should go beyond instruction in communication techniques to engage students more deeply in the nature and function of effective professional communication. Such a reconceptualization rests in part on the assumption that language use constructs people's versions of reality and so is inherently ideological. A corollary recognizes that it is not possible to communicate objectively about external realities. The feminist perspective has identified ways in which collaborative thinking and writing can be used more productively educationally and professionally. Strategies include sensitivity to others' emotions and nonverbal cues, acknowledgement of previous speakers, and willingness to include self-disclosure. The teaching of professional communication should emphasize collaborative dialectic and ask students to make searching examinations of the ideologies that define their future professional responsibilities. Students should engage in critical reading and collaborative writing. Their assignments should include mediation and negotiation exercises, investigations of writings produced by companies they admire, and case studies. Professional writing courses can become contexts for practicing innovative strategies. Revised perceptions of language use in the professional world can change that world for the better. (Twenty-seven references are attached.) (SG)

ED 345 265   CS 213 332

Engelmann, Chip
What Influences the Daly-Miller Test for Writing Apprehension?
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Freshman Composition; Higher Education; Longitudinal Studies; Undergraduate Students; *Writing Apprehension; *Writing Attitudes; Writing Difficulties; Writing Instruction; Writing Research; Writing Workshops

one excerpt from a student paper shows. Another excerpt depicts one student's attempt to confront the specific ethical dilemmas faced by the soldiers, and by so doing to reconsider personal moral beliefs. Students discovered that being a good soldier was not the same as being a good person, so that standards of "good" are largely contextual. For many students, the entire process of closely examining personal beliefs can be scary, as William Perry's model of moral development suggests. One last set of excerpts shows how a student begins to question the cultural narratives that have structured her beliefs. Strong emotional responses to readings about a highly controversial and unpopular war demonstrated the validity of Nussbaum's notion of the interrelatedness of emotion and ethical judgment. (HB)

ED 345 283 CS 213 350

Dobie, Ann B.
Back to School: Adults in the Freshman Writing Class.
PUB DATE- Mar 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992). Accompanying figures may not reproduce legibly, because of several lines of broken print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Classroom Research; College English; *Freshman Composition; Higher Education; *Reentry Students; *Student Attitudes; Teacher Student Relationship; *Writing Attitudes; Writing Research
IDENTIFIERS- Writing Development

A semester-long study examined the needs and goals of adult students. Subjects, 22 adults over the age of 25 years, were selected to represent, as much as possible, a cross section of the older students likely to be found in freshman English courses at a large but not highly selective university. Data included questionnaires completed by the students, written self-analyses completed by the students at the end of the course, classroom observation, and interviews with instructors. Results indicated that: (1) the initial stage of the academic endeavor was the most difficult; (2) students' reasons for entering or returning to college were serious ones; (3) subjects expressed a high degree of confidence about their return to formal schooling; (4) descriptions provided by the instructors were somewhat less positive than those given by the students themselves; (5) writing did not hold a very important place in their lives; and (6) the subjects expressed positive attitudes towards what a composition course had to offer. Findings suggest that, in general, the subjects were unrealistic about their own situations, about what college could do for them, and about what a writing class would ask of them. Composition instructors can enhance the older student's chances for success by: not destroying the enthusiasm and resolve that play a large part in older students' views of attending college; using collaborative learning, peer editing, and reading response groups; introducing students to a variety of writing tasks; and addressing the issue of what constitutes good writing. (Seven figures of data are attached.) (RS)

ED 345 284 CS 213 351

Liebendorfer, R. E.

National, geographic, cultural, and time barriers all have influence, and political and linguistic differences exist, but the university communication curriculum is becoming increasingly more uniform. U.S. speech communication theory has only recently begun to take hold in British-influenced Australia, where speech communication has not traditionally been an academic offering. To avoid making U.S. and European mistakes by adopting "bad" ideas from those cultures, Australia must have: (1) knowledge of the U.S. and European scenes; (2) knowledge of the Australian scene; (3) knowledge of the vectors of idea transmission; and (4) longitudinal studies of the movement of foreign cultural influences into Australia. Nonetheless, it is unlikely that Australia will quarantine itself from Northern Hemisphere trends, good or bad. (SG)

ED 345 302 CS 507 803

Amundson, Kristen J.
Helping Your Child Communicate.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Communication Skills; Elementary Secondary Education; *Interpersonal Communication; *Parent Child Relationship; *Parent Influence; Preadolescents; Preschool Education; Young Children
IDENTIFIERS- Communication Strategies; *Family Communication

Based on the belief that learning to communicate is critical for success throughout life, this booklet discusses ways parents can work with their children to provide the experiences and encouragement that will develop this important skill. The booklet's four main sections are: (1) Infants; (2) The Preschool Years; (3) The Elementary School Years; and (4) Adolescence. Topics discussed are, by section: (1) The Importance of Early "Conversations" and A Love of Reading Starts Now; (2) Each Child Is Different, Don't Criticize--Teach by Example, Teach through Experience, What If Your Child Won't Talk?, The Hurried Child, Continue To Read, and Demonstrate Writing; (3) Fine Motor Skills First, Nurturing a Love of Reading, Developing Listening Skills, Encouraging Writing, Learning Disabilities, Going beyond Academics, The Truth about Lying, What Is Active Listening?, and Make Communicating a Habit; and (4) Make Time for Sharing, Communicating about Values, Communicating about Reading, The Age of Communication, Five Ways to Turn Off Communication, Effective Communication Checklist, and Preparing for Communication on the Job. A brief conclusion emphasizes that learning to communicate is a process that never stops and that parents who continue to pursue it build a relationship of trust, respect, and honesty that will last a lifetime. (SR)

ED 345 303 CS 507 806

Williams, David E.; Hart, Russell D.
Using Selective Speaker Order To Improve Student Motivation.
PUB DATE- Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Central States Communication Association (Cleveland, OH, April 9-12, 1992).

summarized in this paper, with a focus on the historical conflict between the instructional leadership and administrative roles. Efforts in educational reform are reviewed, which have brought about school restructuring, role conflict, and changes in communication. A review of reform efforts in school leadership identifies four domains of the principalship--functional, programmatic, interpersonal, and contextual. A conclusion is that calls for school reform have greatly affected principal roles. Principals will act as facilitators for shared governance, participant empowerment, school-based decision making, and expanded student potential. Because the obstacles to effective principalship are indicative of larger, fundamental problems, interrelationships in school operation must be considered. (32 references; 23 bibliographic sources) (LMI)

ED 345 321 EA 023 640

Marion, Russ; Richardson, Michael D.
The Mathematical Modeling of Chaotic Social Structures.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Information Theory; *Mathematical Models; *Organizational Theories; *Social Systems
IDENTIFIERS- *Chaos Theory

Chaos theory describes the way systems change over time. It proposes that systems governed by physical laws can undergo transitions to a highly irregular form of behavior and that although chaotic behavior appears random, it is governed by strict mathematical conditions. This paper applies chaos theory to administrative and organizational issues. Three goals are addressed. First, the use of chaos theory to model social dynamics is justified. Second, organizational theory is defined from a chaos perspective. Finally, the mathematics of chaos is applied to a simple issue of informational theory to demonstrate how new perspectives of social dynamics are gained. (34 references) (Author/RR)

ED 345 322 EA 023 740

Richardson, M. D.; And Others
An Analysis of KERA: Kentucky's Answer to Educational Equity.
PUB DATE- Mar 91
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Williamsburg, VA, March 14-17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equal Education; *Equalization Aid; *Finance Reform; State Aid; *State Legislation
IDENTIFIERS- *Kentucky Education Reform Act 1990

The ability of the Kentucky Educational Reform Act (KERA) to address both educational equality and financial equity in the Kentucky public education system is examined in this paper. Following an overview of the conditions that facilitated the act's passage in 1990, the next section discusses the philosophical background of the concepts of equality and

UCEA Monograph Series.
PUB DATE- 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Administrator Evaluation; *Assessment Centers (Personnel); Educational Administration; Elementary Secondary Education; Graduate Study; Higher Education; *Management Development; *Principals
IDENTIFIERS- *Competency Based Assessment; Michigan; New York; *Texas

This monograph summarizes three research projects on competency-based administrator preparation that were undertaken by the National Association of Secondary School Principals' University Consortium. An extensive Texas study surveyed principals' attitudes toward preparation programs, and two replication studies were conducted in Michigan and New York. Chapter 1 provides background information for the studies. Chapters 2 and 3 examine how practicing principals from three states see their preparation programs. The next two chapters examine several university programs in relation to the consortium's performance-based recommendations. The sixth and seventh chapters report on current procedures used in principals' assessment and professional development, reflecting some of the initial work supported by the Texas A & M University Principals' Center. Chapter 6 concentrates on principal evaluation, and chapter 7 reviews research and development activity producing and supporting the Management Profile, a comprehensive strategy to assist principals in identifying and strengthening their management skills. Chapter 8 summarizes individual studies and recommendations for future activities. (MLH)

ED 345 343 EA 023 925

A Report to the Governor and the State Legislature on the Relationship between Instructional Expense and Approved Operating Expense.
PUB DATE- Mar 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Definitions; Elementary Secondary Education; Expenditure per Student; *Expenditures; *Instruction; *School District Spending; *State Aid
IDENTIFIERS- *Funding Formulas; *New York

Prepared in response to Section 3602 of New York State Education Law, this report analyzes the relationship between approved operating expense (AOE) and instructional expense (IE) for 1990-91. Originally defined as a net aidable expense for dispensing operating aid to school districts, AOE's definition and use have been considerably modified over time. IE, an alternative direct institutional cost measure developed and defined in law in 1990, attempts to measure the direct instructional portion of a district's overall spending. The study concludes that AOE was created to reflect both instructional and noninstructional expenses not otherwise funded outside of operating aid. Since AOE is calculated by deducting certain expenses, its consistency can be dramatically affected by certain one-time, noninstructional deductions. IE accounted for 70 percent of total (unadjusted) expenditures statewide. Although IE and AOE were highly similar, the spending per pupil difference between the second section, which is based on document analysis and interviews conducted with central office administrators in each of the two districts, four principals (two from each district), and a small group of teachers from each of the four schools. The most significant common element was the extent to which the districts' management arrangements generate interactions in the area of teachers' technical demands, that is, issues related to curriculum and teaching. A conclusion is that technical interactions among teachers form the basis for effective social control, motivational, and learning processes that are necessary to a well-run decentralized system. A critical element of successful decentralization is the explicit structuring of teacher interactions around technical demands. Structural reforms should: direct teachers' attention to their central functions, stimulate them to interact professionally around defined common objectives, and give them a sense of importance. (36 references) (LMI)

ED 345 363 EA 023 954

Martin-Kniep, Giselle O.
Perceptions of Different Educational Stakeholders Regarding the World, Schools, and Educational Change.
PUB DATE- Apr 92
NOTE- 22p.; Partial funding provided by a grant from the Hitachi Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Community Attitudes; *Educational Change; *Educational Environment; Elementary Secondary Education; *Parent Attitudes; Participative Decision Making; *School Community Relationship; *School Restructuring; Teacher Role

Findings from a study that examined the perceptions of different educational stakeholders about the context of schools and educational change are presented in this paper, which views educational change from within a transformational framework. The focus is not only on goals, but also on the beliefs and expectations of the stakeholders in the educational system and surrounding community. Education 2000, an initiative of the American Forum for Global Education calls for educational redesign grounded in global education. It is a national project that establishes structured linkages between school districts and their communities, and holds the belief that the design of an educational system must be owned by local, multiple stakeholders. Three such projects are: Redwood Falls, Minnesota; Tinley Park, Illinois, and Yonkers, New York. This paper studies the Minnesota and New York data. Surveys mailed in Yonkers are returned by 771 professional staff and 417 parents, yielding respective response rates of 47 and 15 percent. In Redwood Falls, 226 out of 800 community members responded, a 28 percent response rate, and 72 staff members completed the survey, an 80 percent response rate. Similar numbers of parents and community members favored change or were satisfied with their schools, and different educational staff held different role perceptions. If commitment to school restructuring is based on the beliefs of a critical mass of stakeholders, an issue to be addressed is that of defining what constitutes a critical mass. The data supports a systemic, ongoing revision of roles and perceptions of different educational stakeholders. Four tables are included. (7 references) (LMI)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bond Issues; Educational Finance; Elementary Secondary Education; Financial Services; Lawyers; *Legal Responsibility; Public Schools; *School Districts; *School Law; *State Legislation; Superintendents
IDENTIFIERS- *Oregon

To help school districts comply with Oregon's school bond laws, this manual provides guidelines for school district attorneys and personnel in the issuance and sale of school district bonds. The manual deals with the three primary types of Oregon school district borrowings: (1) general obligation bonds; (2) tax and revenue anticipation notes; and (3) lease-purchase financings including certificates of participation. Each of these types of borrowings is covered separately in the text. Also included in the manual is information regarding tax treatment of interest on the debt obligations, ratings and bond insurance, securities law concerns, and other topics. Consideration is given to the effects of Measure 5 on each type of school district borrowing. Finally, the manual includes a discussion of Oregon local budget law as it relates to debt issuance. Appendices include relevant statutes, lists of required documents, and some sample documents dealing with school district borrowings. (MLF)

ED 345 384 EA 024 018

Mawhinney, Hanne B.
Taking Charge of Educational Governance: The Franco-Ontarian Experience.
PUB DATE- Nov 90
NOTE- 19p.; Paper presented at the Annual Meeting of the National Conference on Multicultural, Intercultural and Race Relations Education (4th, Ottawa, Ontario, Canada, November 22-24, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biculturalism; *Bilingual Education; Bilingualism; Cultural Pluralism; *Educational Policy; Elementary Secondary Education; French; *French Canadians; *Governance; Language Maintenance
IDENTIFIERS- French Language Schools; *Ontario

The history of Ontario's policies governing Franco-Ontarian education is highlighted in this paper, with a focus on the evolution of cultural pluralism and the struggle for minority French language education self-governance. Adopting a political systems framework for policy making and a pluralist perspective, the paper illustrates the conflicts associated with the evolution of the provisions for Franco-Ontarian educational governance. Key events affecting the governance of French-language schools are identified and placed within the context of the political organization of education in Ontario. Two questions are considered: (1) environmental factors that generated demand for minority French-language educational governance; and (2) their effects on policy. These questions are addressed by identifying policy "eras" from 1600 to June 1990 in an outline of the major issues and resulting policies. One figure is included. (66 references) (LMI)

IDENTIFIERS- *Informed Consent

Confidentiality issues in cooperative relationships between schools and agencies providing services to children and families with special needs are examined. Introductory sections consider the need to share information and the nature of confidentiality restrictions. A section on overall information sharing considers: when to address the confidentiality issue; whom to involve; clarifying reasons to share information; identifying and addressing legal and non-legal issues; and interagency agreements and memoranda of understanding. The next section looks at "informed consent" as the basis of information sharing, examining: whether there should be a common release form; content of release forms; presenting the release form and obtaining consent; who can grant consent; handling situations where consent is difficult to obtain; and the use of structural or staffing arrangements to remove the need for consent. The following sections look at the use of data at an aggregate level and special considerations when using automated systems for information sharing. Guidelines for protecting confidentiality cover staff training, limiting exchange, extra safeguards for particularly sensitive information, and the re-release of information. Briefly noted is the state legislature's role. Appendices provide sample forms, a checklist, federal statutes and regulations, and a list of seven resources. (DB)

ED 345 403   EC 301 163

Chayo-Dichy, Raquel; And Others
Dyslexia: An Electrophysiological Approach.
PUB DATE- Feb 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Inter Neuropsychological Society (20th, San Diego, CA, February 5-8, 1992). Light, dot matrix type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decoding (Reading); *Dyslexia; Electroencephalography; *Etiology; *Expectation; Foreign Countries; Males; Neurological Impairments; *Neurology; *Reading Ability; Verbal Stimuli
IDENTIFIERS- *Event Related Potentials

This study examined the possibility that expectancy or anticipatory reactions influence the ability to read. The Event Related Potentials (ERPs) of 10 dyslexic Mexican male students (ages 11 to 13) and eight normal male students of the same age range were evaluated. ERPs were measured while the children read words, both in and out of context, that are usually found in either introductory, intermediate, or final positions. The study found significant differences between groups in the amplitude of the ERP recording in the left occipital zone for all conditions when reading in sentences. Results suggest that children with dyslexia may have a possible deficit in stimulus expectancy and/or difficulty in the integration of auditory and visual information and the organization of motor activity. Findings also suggest that the occipital zone participates in the process of decoding verbal material and is affected in subjects with dyslexia. (Five references) (DB)

ED 345 404   EC 301 164

Brantley, Helen V.; Small, Donald
Effects of Self-Evaluation on Written Composition Skills in

checklist of program mainstreaming characteristics. Also included are listings of national day care organizations, federal government child care offices, provincial and territorial government day care offices, and a bibliography of 130 items. (DB)

ED 345 424 EC 301 185

Parents as Policy Makers: Challenges for Collaboration.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Disorders; Child Advocacy; Cooperation; Decision Making; *Emotional Disturbances; *Family Programs; Foster Care; Interviews; *Mental Disorders; *Mental Health Programs; Parent Attitudes; *Parent Participation; *Policy Formation; Public Policy; State Programs

This newsletter issue focuses on the theme of fostering collaboration between parents and professionals in meeting the mental health needs of children. Structured group interviews (focus groups) were held with both parents and professionals who have been members of decision making boards and committees. Interview excerpts illustrate findings that participating parents had a strong commitment to system level change and were often motivated by personal painful experiences. Parents offered tips for effective participation on boards and committees especially for learning to communicate with professionals. Briefly described are sample sites of the Families in Action Project which conducted the study. Other brief articles in the newsletter address: the importance of family participation, a Wisconsin program of political advocacy by parents, new legislation supporting Maine families, parent involvement and the Vermont system of care for children with emotional disorders, a Mississippi program for families of children with emotional or behavioral disorders, a foster parent's advocacy experience, and an account of a trying day in the life of one family. (DB)

ED 345 425 EC 301 186

Nathanson, Jeanne H., Ed.
Early Intervention.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; *Attention Deficit Disorders; Compliance (Legal); Deafness; *Disabilities; Drug Therapy; *Early Intervention; Educational Legislation; Elementary Secondary Education; Federal Legislation; Hyperactivity; Interdisciplinary Approach; Parent Participation; Parent School Relationship; Program Implementation; Rehabilitation; Special Education; Substance Abuse; Urban Education

This theme issue focuses on early intervention. The four articles with learning disabilities. The 61 delegates worked in both constituency groups and topic groups to brainstorm, clarify issues, and develop recommendations. This report provides transcripts of two introductory speeches: "The Problem, The Future, The Challenge: The Issue of Employability for Persons with Learning Disabilities" (Paul Gerber) and "Pathways to Employment for People with Learning Disabilities: The Process" (Dale Brown). The report then offers recommendations from the following topic groups: work preparation, vocational entry, reasonable accommodation, job advancement, socioadaptability, policy and legislation, attitudes, and definition and diagnosis. Responses of a panel, composed primarily of advocates for disability interests on key Congressional staffs, are then highlighted. The following needs were drawn out from the recommendations: increased public awareness, interagency cooperation, stronger national leadership, outreach to employers, transition services from school to work, and individual responsibility. Appendices provide: the agenda; topic papers used to initiate group discussion; work sheets used in brainstorming, prioritizing, and developing recommendations; the scheme used in identifying potential delegates; a planning committee list; and a participants list. (JDD)

ED 345 445   EC 301 206

Schwenn, John; Goor, Mark
Three Strategies That Enhance Participation in Cooperative Learning Activities for Students with Learning Disabilities.
PUB DATE- 14 Apr 92
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Intermediate Grades; Junior High Schools; *Learning Disabilities; *Learning Strategies; Middle Schools; *Peer Teaching; Student Participation; *Teaching Methods
IDENTIFIERS- Middle School Students

The difficulties that students with learning disabilities experience in cooperative learning activities include failure to attend to their peers, low levels of participation, inappropriate interactions with peers, and inactive learning. Three techniques are suggested to improve performance during cooperative learning activities. The first technique is application of a learning strategies approach. Training procedures include the use of preprinted index cards to help students focus on the group activity, use self-monitoring, and complete a comprehension self-check. An accompanying script is provided for use by the special education teacher to introduce the strategy cards. The second approach involves peer coaching. The students' index card for this technique focuses on understanding the group's goals, encouraging others to participate in group work, and ascertaining achievement of the goal. A script for teaching the technique also accompanies the peer coaching index card. The third procedure involves a reminder list for classroom teachers, outlining teacher behaviors found to facilitate cooperative learning activities. The list includes such suggestions as "explain what the group's finished product should be" and "teach students to self-into the Business Curriculum: Activities and Student Objectives" (Labonty, Jimeno). (KC)

ED 344 996 CE 060 993

Home Economics Competency Profiles.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; Clothing Instruction; *Competence; *Competency Based Education; Evaluation Methods; Family Life Education; *Home Economics; Home Furnishings; Homemaking Skills; Home Management; *Job Skills; Parenthood Education; *Rating Scales; Secondary Education; *Student Evaluation; Textiles Instruction; Vocational Education

This document contains eight competency profiles for home economics courses. The profiles are rating cards that instructors can use to evaluate student performance according to a four-point scale, ranging from mastery to no exposure. Ratings for each task reflect employability readiness. Courses for which competency profiles are provided are the following: (1) exploratory homemaking; (2) home economics II; (3) contemporary living; (4) clothing and textiles (intermediate); (5) clothing and textiles (advanced); (6) home management; (7) housing, home furnishings, and equipment; and (8) family living and parenthood. (KC)

ED 344 997 CE 060 994

National Advisory Commission on Work-Based Learning. Minutes of Full Commission Meeting (5th, Washington, District of Columbia, April 7, 1992).
PUB DATE- 7 Apr 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accounting; Adult Education; Employer Employee Relationship; Human Resources; Industrial Training; Inplant Programs; *Job Skills; *Job Training; *Labor Force Development; Labor Utilization; Productivity; Retraining; Standards; Student Certification; Technological Advancement

This document contains minutes of the fifth meeting of the National Advisory Commission on Work-Based Learning. The meeting's stated objective was to produce a set of specific action steps for the U.S. Department of Labor to promote work-based learning. A summary of introductory remarks (Jack MacAllister) is followed by a description of the presentation of the "Framework for Action" (Pete Carlson), which was drafted to serve as a conceptual framework for the commission's work. Remarks by Delbert Spurlock pertain to the current and future directions of the commission. Summaries are then provided of reports from the six commission subgroups on Skills Standards and Certification, Integration of Human Resources and Technology, Human Resource Accounting, Human Resource Awards, Labor-Management Cooperation, and Managing Diversity. A summary of a status report (Robert Jones) on Labor Department activities that would affect the commission and its work appears next. Plans for moving forward are reviewed by Jack MacAllister. Attachments to the 13 pages of minutes are reports

Bannister, Rosella; Green, Hayden
Asian Consumer Education Study: Korea. Summary of Findings.
SPONS. AGENCY- American Express Foundation, New York, NY.
PUB DATE- Jan 92
NOTE- 31p.; Photographs (four pages) will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; *Consumer Education; Consumer Protection; *Curriculum Development; *Economics Education; *Educational Cooperation; Educational Research; Foreign Countries; High Schools; *Inservice Teacher Education; Institutional Cooperation; Instructional Materials; Junior High Schools; Networks; *Preservice Teacher Education
IDENTIFIERS- *South Korea

The Asian Consumer Education Study was designed to gather information about the current status of consumer education in Korea. Conversations and informal interviews with 27 consumer leaders showed that, with the exception of academic specialists and consumer professionals in government, business, and community organizations, consumers gave little thought to consumer education and were not aware of its importance in a consumer-oriented marketplace. A movement was underway to organize a coalition of professionals and academics who would focus on consumer education. Consumer concepts were taught within courses at middle and high school levels. Curriculum specialists at the Ministry of Education revealed that instruction was theoretical and lacked important practical applications to current and emerging consumption issues. Teaching materials were somewhat limited. Teacher training in economics and life economics needed to be strengthened. Barriers to the development of consumer education were limited teacher preparation and updates, and lack of awareness of the benefits of consumer education. The study concluded that the time was right for cooperative initiatives between the United States and Korea to strengthen consumer education both within and across national boundaries. (Appendixes include the participant list, interview questions, classification of concepts chart, Ministry of Education curriculum charts, sample textbook table of contents, and newspaper article and photographs.) (YLB)

ED 345 016 CE 061 045

Consumer Education Resources: Credit, Credit Problems, Home Mortgages & Equity Loans.
SPONS. AGENCY- AT&T Consumer Credit Education Fund, New York, NY.; National Coalition for Consumer Education, Inc., Chatham, NJ.
PUB DATE- Feb 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Audiotape Cassettes; Computer Software; *Consumer Education; *Credit (Finance); *Interest (Finance); Loan Repayment; *Money Management; Multimedia Instruction; Postsecondary Education; Publications; *Resources; Secondary Education; Teaching Guides; Videotape Cassettes
IDENTIFIERS- *Mortgages

This document contains five lists of consumer resources pertaining to credit, credit problems, and home mortgages and equity loans. The first list, targeted at adults, provides advising, faculty inservice training, course delivery, program evaluation, and follow-up. The interdisciplinary curriculum requires students to attend classes for 30 hours per week. Courses include survival skills, applied communications, applied mathematics, principles of technology, applied chemistry and biology, computer literacy, the systems approach, modern technology, quality, entrepreneurship, inventing, and career planning. The program provides students experiences comparable to those of "tech prep" students and allows them to enroll in an associate degree program with expectations of success. (14 references) (Author/KC)

ED 345 034 CE 061 120

Merriam, Sharan B.; Clark, M. Carolyn
Work, Love, and Learning in Adult Life.
PUB DATE- Apr 92
NOTE- 4p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Learning; *Adults; Educational Research; *Employment; *Life Events; Life Satisfaction; *Love; Marital Satisfaction; Mental Health; Productivity; Quality of Life; Quality of Working Life; Self Actualization; *Well Being

To understand how work, love, and learning are interrelated in adults' lives, data were collected in two ways: through a life-history type instrument and through in-depth interviews with 19 men and women. A life event framework was chosen to illustrate the broad constructs of work and love. Respondents identified in two columns major life events from year to year in the areas of work and love; they rated each year for each domain as having been a "good," "okay," or "bad" year. These data were graphed with time as the horizontal axis and the rating as the vertical axis. The result was a dual-vector visual representation of each respondent's pattern of love and work. Respondents also identified significant learning events and the year of their occurrence. The life/learning event form was distributed to over 400 adults in graduate or continuing education courses in North America; 19 respondents who had completed the form were interviewed. Three broad patterns of interaction between the work and love domains were detected in the data: (1) a parallel pattern in which work and love vectors moved together; (2) a second pattern in which one domain remained steady while the other fluctuated; and (3) a pattern of divergence--if one was high, the other was low, the vectors seeming to flow independent of or in opposition to each other. The greatest number of learning events occurred when both work and love were rated "good." (YLB)

ED 345 035 CE 061 121

Kapes, Jerome T.; And Others
Career Assessment Instruments: A State-of-the-Art Review.
PUB DATE- 30 Jan 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwestern Educational Research Association (Houston, TX, January 30, 1992). For the related Kapes and Mastie study, see ED 301 597.
LANGUAGE- English

supervisory functions; and employability skills. (KC)

ED 345 053 CE 061 147

Clothing and Interiors, Production and Services. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jan 92
NOTE- 23p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Clothing; Clothing Instruction; Competence; *Competency Based Education; Employment Potential; Entry Workers; *Fashion Industry; *Interior Design; Job Analysis; Job Skills; *Laundry Drycleaning Occupations; Merchandising; Postsecondary Education; Secondary Education; Task Analysis; Textiles Instruction; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for occupations in clothing, fashion merchandising, and interior design. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the seven units are as follows: fabric technology; dressmaking and tailoring; fashion merchandising; dry cleaning and laundry; interior decorating; business operations; and employability skills. (KC)

ED 345 054 CE 061 148

Dental Assistant. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Aug 91
NOTE- 37p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; *Competency Based Education; *Dental Assistants; *Dental Health; *Dental Technicians; Employment Potential; Entry Workers; Job Analysis; Job Skills; Occupational Safety and Health; Postsecondary Education; Radiology; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for building and property maintenance occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 11 units are as follows: basic procedures; carpentry applications and repairs; roofing applications and repairs; ceramic tile; masonry applications and repairs; electrical installations and repairs; plumbing installations and repairs; welding and cutting operations; heating, ventilation, air conditioning, and refrigeration installations and service; painting and wallpapering; and employability skills. (YLB)

ED 345 072 CE 061 166

Floriculture and Greenhouse Worker. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Mar 92
NOTE- 26p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Business Administration; Competence; *Competency Based Education; Employment Potential; Entry Workers; *Floriculture; *Greenhouses; Job Analysis; Job Skills; Marketing; Occupational Information; Ornamental Horticulture Occupations; Plant Growth; *Plant Propagation; Postsecondary Education; Salesmanship; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for floriculture and greenhouse occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to

Managing Your Money. Leader's Guide and Participant's Workbook.
PUB DATE- 91
NOTE- 171p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Banking; Basic Business Education; *Budgeting; Cleaning; *Consumer Education; *Credit (Finance); Decision Making; Extension Education; Home Economics Education; Home Management; Instructional Materials; *Money Management; Purchasing; Teaching Guides; Workbooks

This document contains both a leader's guide and participant's workbook on money management. The leader's and participant's guides contain 10 parts each: (1) danger signs in money management; (2) what's important to you; (3) spending for the future; (4) financial fitness; (5) use credit wisely; (6) decisions, decisions; (7) shopping basics; (8) improving your family's security; (9) your checking account; and (10) cleaning on a shoestring. Each part in the leader's guide contains some or all of the following sections: introduction; participant's objectives; objectives; materials; directions; examples; definitions; review; read; complete; tables; and charts. The participant's workbook (the bulk of the document) contains activities for each of the 10 parts. (NLA)

ED 345 091 CE 061 199

Tao, Fumiyo; And Others
Upward Mobility Programs in the Service Sector for Disadvantaged and Dislocated Workers. Volume I: Final Report.
PUB DATE- May 92
NOTE- 91p.; For volume II, the Technical Appendices, see CE 061 200.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Career Development; Dislocated Workers; *Economically Disadvantaged; Educational Supply; Employer Employee Relationship; Employment Practices; Inplant Programs; *Job Training; Labor Force Development; Labor Relations; *Occupational Mobility; Participative Decision Making; Personnel Management; Program Design; Program Development; Program Implementation; *Service Occupations

Upward mobility programs in the service sector for low-skilled, economically disadvantaged, and dislocated or displaced workers promote employment security, career development, and productivity. Two basic types of upward mobility programs are basic and job-specific skills training. Although 60-80 percent of all employer-sponsored formal training in service industries is provided on site, companies have a growing interest in using external resources. Traditionally, labor and management have viewed worker training as the purview of the employer. Union-sponsored programs are expanding their scope. Program availability is related to business characteristics; company size seems to have an overriding influence. Training programs specifically designed for the worker groups studied are relatively scarce. Three conditions contribute to program success: (1) availability of adequate training resources and management support; (2) labor and/or worker involvement in program design and implementation; and (3) joint labor-education. Chapter 2 examines the various and diverse attributes of adult participants. How adults learn is explored in Chapter 3. Chapter 4 discusses theories of adult development. The last two chapters on facilitating adult learning and putting it all together provide important strategies and guidelines for effective practice. Within each chapter are found theoretical information, steps to review one's own experience, and implementation strategies that can be adapted to unique educational settings. Exercises are provided at the end of the chapters to enable readers to explore their own experiences. Appendixes include lists of 30 references, 5 needs assessment resources, and 5 learning styles resources; 9 principles of adult education; and a form to evaluate this book. (YLB)

ED 345 109   CE 061 462

Thomas, Ruth G.
Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cognitive Development; *Cognitive Measurement; *Cognitive Processes; Cognitive Psychology; Cognitive Structures; Educational Assessment; Educational Change; Educational Research; *Learning Theories; Problem Solving; Social History; Teaching Methods; *Thinking Skills; *Vocational Education

Cognitive theory and research are relevant to vocational education. Three theoretical perspectives underlie cognitive theory-based curriculum and instruction: information processing, knowledge structure, and social history. A review of these perspectives in vocational curriculum and instruction suggests that instruction supporting higher-level thinking is a possibility and a reality in vocational education. Instruction and assessment based on cognitive theory tend not to use traditional methods. Although development of assessment approaches lags behind instructional approaches, a more fundamental problem exists in the purposes and meanings of assessment. For example, emphasis in cognitive theory on self-monitoring and self-assessment raises issues of control of assessment. Other difficulties arise in comparing vocational and academic education and interpreting the outcomes. The new understanding of thinking and learning generated by cognitive theory suggests a need for major changes in educational methods, perspectives, and institutions. Barriers to change include the following: (1) vocational education research does not focus on teaching/learning; (2) teachers are not prepared in cognitive methods; (3) school structures hinder cognitive development; and (4) society does not demonstrate that thinking is valued. Vocational education can fulfill its role in cognitive development by providing real-world experiences, changing mind sets about assessment, and systematically researching cognition and vocational education. (200 references) (SK)

ED 345 110   CG 024 175

IDENTIFIERS- *Cross Cultural Counseling

This book, which presents an overview of 12 diverse populations, was written to expose practitioners such as counselors, teachers, college faculty, mental health workers, and social workers to the unique and genuine characteristics of subgroups within the United States and to effectively assist these practitioners as they work with clients and/or students from these populations. Individual chapters include: (1) "Introduction" (Nicholas Vacc, Joe Wittmer & Susan DeVaney); (2) "A Counselor in a Multicultural World" (Janet Larsen & Richard Downie); (3) "Older Order Amish: Culturally Different By Religion" (Joe Wittmer); (4) "Gay and Lesbian Populations" (Joseph Norton); (5) "Single Parents" (Susan DeVaney); (6) "On the Reservation" (Marilyn Jemison Anderson & Robert Ellis); (7) "Counseling Black People" (Roderick McDavis & Woodrow Parker); (8) "Women Entering or Re-Entering the Work Force" (Helen Wolfe); (9) "Individuals with a Physical Disability" (Nicholas Vacc & Kerry Clifford); (10) "Older Persons" (Harold Riker & Jane Myers); (11) "Southeast Asian Persons" (Rhonda Rosser & Joseph Nguyen); (12) "Asian-Americans" (Diane Sue & David Sue); (13) "Cuban-Americans" (Gerardo Gonzalez); (14) "Mexican-Americans" (Donald Avila & Antonio Avila); and (15) "Preparation for Helping Professionals Working with Diverse Populations" (Larry Loesch). The majority of chapters begin with an Awareness Index for readers to complete before reading the chapter. Each chapter concludes with its own set of references. (NB)

ED 345 128 CG 024 194

Bradley, Loretta J.; Boyd, John D.
Counselor Supervision: Principles, Process, and Practice. Second Edition.
PUB DATE- 89
NOTE- 521p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Counselor Educators; *Counselor Training; Models; *Supervision; *Supervisory Methods

This book was written to provide information about the principles, process, and practice of counselor supervision for both clinical and administrative supervisors. The 12 chapters of the book are organized under three major headings. Part I, Counselor Supervision: Essentials for Training, consists of chapters 1 and 2. Chapter 1 includes the basic principles, roles, and functions involved in effective supervisory practice for administrative and clinical supervisors. Chapter 2 describes the essentials necessary for a supervisory relationship. Part II, Models of Supervision, includes five chapters: chapters 3 through 7 focus on the psychotherapeutic model, the behavioral model, the integrative model, the systems model, and a developmental model, respectively. Part III contains five chapters focusing on the practice of supervision. Chapter 8 illustrates the implementation of the developmental model into supervisory practice. Using case illustrations, chapter 9 describes experiential supervision. Chapter 10 focuses on group supervision, chapter 11 examines ethical principles in supervision, and chapter 12 presents a model for supervision training. References are included at the end of each chapter. (NB)

ED 345 129 CG 024 195

Tindall, Judith A.
Peer Power. Book 2, Applying Peer Helper Skills. Second Edition.
PUB DATE- 89
NOTE- 308p.; For companion materials, see CG 024 213 and CG 024 214 (Book 1).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alcohol Abuse; Coping; *Counselor Training; Death; Drug Abuse; Ethics; Group Discussion; Helping Relationship; Leadership Training; Models; *Peer Counseling; Prevention; Self Esteem; *Skill Development; Stress Management; Suicide; Tutoring
IDENTIFIERS- Eating Disorders; Loss

A step-by-step model for training peer counselors forms the basis of the trainer's manual and accompanying exercises for trainees which are organized into two books for effective skill building. Designed for peer counseling trainees, this document presents the second of these two exercise books. The book begins with a brief introduction to applying peer helping skills. This introduction is followed by the 11 modules of the advanced training program in peer counseling. Numbered consecutively from the modules in the introductory workbook, this book begins with Module 14 on intervention and prevention issues related to alcohol and drug abuse. Module 15 focuses on stress managment, module 16 on self-esteem, and module 17 on leadership training. Module 18 presents skills for peer helping through tutoring, module 19 focuses on facilitating small discussion groups, and module 20 discusses leading classroom groups. Modules 21 through 24 deal with recognizing eating disorder problems, suicide prevention, coping with loss, and ethical considerations in peer counseling and peer helping, respectively. Each module contains a variety of exercises, activities, and worksheets for trainees. The document concludes with some comments on self-evaluation, a self-evaluation questionnaire for the peer counselor/helper, and a list of additional readings. (NB)

ED 345 149   CG 024 216

Rye, Donald R.; Sparks, Rozanne
Strengthening K-12 School Counseling Programs. A Support System Approach.
PUB DATE- 91
NOTE- 173p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling Services; *Developmental Programs; Elementary Secondary Education; Planning; *Program Development; Program Evaluation; Program Implementation; *School Counseling; *School Counselors; Student Development

This book was written to assist counselors in developing comprehensive developmental counseling programs for kindergarten through grade 12. It is intended to serve as a planning, implementation, and evaluation guide for a comprehensive program. Chapter I discusses why it is important to plan the development of a school counseling program. Chapter II notes that the first step in planning a comprehensive

ED 345 168 CG 024 235

Archer, James, Jr.
Managing Anxiety and Stress. Second Edition.
PUB DATE- 91
NOTE- 221p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Cognitive Processes; Exercise; Life Style; Nutrition; Relaxation Training; Self Help Programs; *Stress Management; Stress Variables

This self-help book provides information about stress and stress management. The first part focuses on awareness of stress. A number of activities are included to help the individual understand and analyze stress reactions. Information is provided about stressors, performance stress, cumulative stress, and several other aspects of stress reactions. Also included is information about negative effects of excessive stress including physical, psychological, and behavioral difficulties. Finally an approach to managing stress which requires an understanding of the stress interaction model is discussed. The second part focuses on relaxation approaches to stress management. Approaches focus on body relaxation. A format for assessing current relaxation methods is presented, as well as information on several specific approaches to relaxation. A discussion on meditation, and a presentation of progressive deep muscle relaxation are also included. The third part focuses on nutrition and exercise. Principles and suggestions are provided for improving dietary habits and developing an effective exercise program. The fourth part focuses on mind approaches to stress management. Four different aspects of cognitive processes as they relate to stress management are examined. Actual thinking processes are examined, and modifying inaccurate thinking to improve stress management is discussed. The fifth part examines broader life-style issues. The focus is on how choices are made about important life issues, and how these choices influence one's personal environment. (LLL)

ED 345 169 CG 024 236

Painter, Genevieve; Corsini, Raymond J.
Effective Discipline in the Home and School.
PUB DATE- 90
NOTE- 475p.; For related guide, see CG 024 237.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Children; *Classroom Techniques; *Discipline; *Discipline Problems; Elementary Education; Elementary School Students; *Parent Child Relationship; Parenting Skills; Parents; Teachers; Teacher Student Relationship

Based originally on the work of the Austrian psychiatrist, Alfred Adler, work which was further developed by Rudolph Dreikurs, this book Dreikurs, this book offers solutions to specific child discipline problems. Part I focuses on effective discipline in the home. These topics are covered: fundamentals of practical parenting; problems of routine living; problems of order and cooperation; interaction problems; special problems;

EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Counseling Techniques; *Counseling Theories; Counselor Role; *Family Counseling; *Family Problems; Family Relationship
IDENTIFIERS- *Family Systems Theory

The theory, technique, and process of family counseling are presented in this book to facilitate the development of counselor's personal philosophies and styles. In the first section a view of the potentials of family life are presented. Peak experiences in an actualizing family and guidelines toward family actualization are presented. The second section outlines a conceptual framework for understanding families. Family systems characteristics, crises in family life, and patterns for dealing with family crises are discussed. The counselor's role with the family is presented in the third section. The counselor and his or her self-development as well as the counselor's roles are discussed. The fourth section develops the process of family counseling and gives a complete case to show the actual processes and techniques used with a particular family, consisting of six members and containing an 11-year-old daughter with behavior problems. The phases of counseling are described as beginning, apex, and closure. The fifth section offers a discussion of possible pitfalls or problem areas in family counseling. These pitfalls include overload of data; reluctance or eagerness on the part of the counselor; siding; family not engaging in change; and the counselor becoming part of the dysfunctional system. (ABL)

ED 345 189 CG 024 256

Rodriguez, Maria C.; Dutton, Mary Ann
Ethnic Bias in Judgments about Prognosis and Appropriateness of Goals.
PUB DATE- Aug 91
NOTE- 41p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); *Counselor Attitudes; Counselor Characteristics; Counselor Client Relationship; *Counselors; Females; *Hispanic Americans; *Psychologists; *Racial Bias; *Social Workers

The literature on stereotyping from a social-cognitive perspective has important implications for the mental health treatment of minority-group members since it suggests that the unavoidable cognitive process of categorization is implicated in intergroup biases and discriminatory behaviors. This study tested for ethnic bias against Hispanic females among licensed mental health professionals. It examined how ingroup-outgroup status of the practitioner affected this bias. A 2 (ethnicity of client) x 2 (ethnicity of subject) x 2 (gender of subject) design was used. Dade County, Florida licensed psychologists, mental health counselors, marriage and family therapists, and clinical social workers were recruited to serve as subjects (N=99). An ethnic bias against the Hispanic client (limited to non-Hispanic therapists) was found in the prognosis rating. No ethnic bias was found in the ratings of the appropriateness of gender-stereotyped goals, although significant effects were found for sex of subject and ethnicity of subject. Overall, no systematic bias was found against the Hispanic client. The bias

Comprehension; *Reading Processes; *Second Language Learning; Word Recognition
IDENTIFIERS- *Native Language; Text Factors

The domain of second language reading is a rich source for insights into bilingual cognitive processing. Most cross-language transfer research has been carried out on acquisition and production of second-language (L2) structures. Relatively little work has been done on cross-language transfer in bilingual reading. An overreliance on top-down, psycholinguistic-guessing-game models in the fields of L2 reading is one reason why cross-language transfer in initial word-recognition stages of reading has not been studied vigorously. Researchers have developed several models of the reading process (particularly orthographic and phonological processing) in which cross-language transfer effects may be sought. Another variable that may affect cross-language transfer is the morphemic complexity of the words. One of the most vigorously investigated areas is how bilinguals represent the meaning of words in their two languages. Some of the richest data in L2 acquisition come from studies on syntactic transfer. Cross-language transfer of background knowledge and cultural schemata is of major concern for L2 pedagogy. As reading progresses, self-monitoring of text understanding becomes essential. More research on the effects of first-language (L1) on L2 reading is needed especially in the initial word recognition stages. Isolating the components of the reading process and investigating the nature of cross-language transfer within each component is essential for the understanding of cross-language transfer in L2, particularly, and bilingual cognitive processing, generally. (Eighty-eight references are attached.) (RS)

ED 345 209 CS 010 931

Winsor, Pamela J.; Pearson, P. David
Children at Risk: Their Phonemic Awareness Development in Holistic Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; Grade 1; *High Risk Students; *Holistic Approach; Instructional Effectiveness; Invented Spelling; Primary Education; Reading Achievement; *Reading Instruction
IDENTIFIERS- Emergent Literacy; *Phonemic Awareness

A study examined the development of phonemic awareness and its relationship to beginning reading among 20 first-grade children at risk for failing to learn to read and write. Their instructional programs were observed; their levels of reading, writing, and phonemic awareness development were measured in October and April; and their home literacy experiences were surveyed by questionnaire. Findings corroborated previous investigations in two ways: (1) phonemic awareness is necessary, but not alone sufficient for reading success; and (2) measures of invented spelling are not only reliable indicators of phonemic awareness, but correlate strongly with reading achievement. Findings also show that instruction that includes repeated readings of predictable text and opportunities for writing using invented spelling contributes

Assessment in a Social Context: Grading as an Interpretive Community.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; *Freshman Composition; *Grading; Higher Education; *Reader Response; *Writing Evaluation; Writing Instruction; Writing Research
IDENTIFIERS- Alternative Assessment; *Interpretive Communities

Three teachers of first-year composition used cross-grading as a way of extending the student's grasp of interpretive communities as arbiters of value as well as creators of meaning. Students in six sections (two experimental groups) approached the English 101 Common Final in the same manner, discussing a published article and sharing their preliminary writing before completing a final draft during the examination period. In a practice run, students in Group B observed the three teachers sharing freewritten responses to a published article as a preliminary to composing a polished essay. Both groups saw the teachers' freewrites and polished essays, but only Group B witnessed the verbal negotiations of this "interpretive community." Results showed that: (1) students in Group B did not write better essays on the Common Final than those in Group A; (2) students in Group B may have developed a better understanding of reading and interpretative communities; (3) teachers probably graded student essays more fairly and consistently as a result of having constituted themselves as an interpretive community in front of classes, reaching a rough consistency in grading about 90% of the time; and (4) students in Group B, as evidenced both in their journals and in their quantitative course evaluations, felt better about grading procedures than those in Group A. Evaluation can be demystified when cross-grading partners define themselves as an interpretive community. Cross-graders can demonstrate their reading strategies and acknowledge their critical biases, thus entering into a dialogue that enriches both students and teachers. (SR)

ED 345 229 CS 213 261

Swilky, Jody
Resisting Difference: Student Response in a Multicultural Writing Classroom.
PUB DATE- 20 Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beliefs; Cultural Awareness; *Cultural Differences; Higher Education; *Ideology; *Multicultural Education; Teacher Student Relationship; Theory Practice Relationship; Writing (Composition); *Writing Instruction
IDENTIFIERS- Deconstruction; *Difference (Concept)

In the past few years, a number of theorists who advocate the study of difference have been debating the purposes and

*Writing Instruction; Writing Strategies
IDENTIFIERS- Composition Theory; *Expressive Writing; Perry (William G Jr); Perry Scheme of Intellectual Ethical Development; Polanyi (Michael); Saint Cloud State University MN

The notion of "Personal Writing" has come under sustained attack from several different directions and for a variety of reasons, yet it is a concept that still retains usefulness for writing instructors. One problem with personal writing is that frequently students do not like it or feel it invades their privacy, despite the traditional wisdom, which asserts that students avidly enjoy it. Secondly and most importantly, the term itself is difficult to define. In defining the term, it can be asserted that writing is equivalent, in fundamental ways, with thought. Also, all thought and knowledge is inescapably personal by its very essence, as attested by Michael Polanyi's insights. The implication is, then, that all writing, to the extent that it is thoughtful, is personal writing, suggesting further ramifications. Students at St. Cloud University in Minnesota carried out research to demonstrate that students should not be assigned personal writing. The responses discovered by the students through their project had much in common with William Perry's scheme of intellectual development, which defines "commitment" and "relativism." "Truth," as defined by Polanyi, is known only as "commitment," a determination that is inescapably personal. Thus, personal writing is not immature, and it is not outgrown; instead, it is by definition writing that is committed to finding and speaking the truth. (HB)

ED 345 248 CS 213 296

Hult, Christine
Computers in Support of Teacher Training.
PUB DATE- Mar 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Desktop Publishing; *English Instruction; Higher Education; Instructional Innovation; Secondary Education; *Teacher Education; *Word Processing; *Writing Instruction; *Writing Teachers
IDENTIFIERS- *English Teachers

A college English professor applied for and received a grant to equip a 20-station networked computer classroom designed to provide a site for state-of-the-art pedagogy in teaching English using computers. The networked computer classroom has two related goals: to provide a setting for the preservice and inservice training of English and language arts teachers who will be teaching in the public schools; and to serve as a site for theory-building in the use of computers for English studies. Networking personal computers into a text-sharing arrangement is one of the important distinctions of an English computer classroom: it allows real-time editing, and gives students unparalleled opportunities to participate in the work in progress, facilitating collaboration in previously unheard of ways. Several courses have proven important in helping teachers to be more effective computer users themselves and in helping them to learn how to use computers in English (including an introductory course, collaboration between a preservice basic writing teaching course and a course for basic

IDENTIFIERS- Basic Writers; *Writing Apprehension Test (Daly and Miller)

A series of five studies examined factors that influence how students respond to questions on a writing apprehension test. In the first study, the Daly-Miller Writing Apprehension Test was administered 4 times to 34 students in 2 freshman composition classes. Conventional scoring of test results were inconclusive--the total score for all students changed very little while dramatic changes were occurring for individual students. Data were reevaluated by grouping the 26 statements in the test into 10 categories according to subject matter (including self-esteem, clarity, enjoyment, and showing to others). The second study was a case study of a freshman composition student; the third study was a comparison of writing apprehension between a computer lab environment and a classroom environment; the fourth study examined a freshman composition workshop developed as an adaptation of Nancie Atwell's workshop for eighth graders; and the last study used five basic writing classes as subjects. Results of all five studies indicated that scores rose between the first and second test, fell between the second and third test, and rose between the third and fourth test. Findings suggest that the drop in scores was influenced by a particularly difficult assignment or by factors that are part of the natural cycle of the semester, although no definitive conclusions were drawn. (Two tables of data and four figures--presenting the test and scoring procedure, short abstracts of the studies, statement categories, and factors possibly affecting test results--are included.) (RS)

ED 345 266 CS 213 333

Bloom, Lynn Z.
The Composition Curriculum: A Paradigm of Possibilities.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College English; Educational Trends; Higher Education; Models; *Teaching Models; *Writing (Composition); Writing Across the Curriculum; *Writing Instruction; *Writing Processes
IDENTIFIERS- Composition Theory; *Process Approach (Writing)

The process paradigm for teaching writing has been the dominant curricular model for the past 20 years, but by anatomizing various dimensions of this paradigm, it becomes clear why it, like any other paradigmatic model, will not last forever. To be adopted and become normative, any new paradigm has to appeal to salient features of the prevailing intellectual, social, and political climate. The process paradigm has become embedded and promulgated in the theory, research, and textbooks that dominate the field because it satisfies a number of dimensions lacking in the old, current-traditional paradigm. However, every paradigm is heavily value-laden; as values and priorities change, paradigms must change to accommodate them. An examination of these dimensions (intellectual, pedagogical, political, philosophical, social, ethnographic, psychological, gender, professional, and economic) demonstrates how the process paradigm satisfies values and priorities and delineates

ROAMing in the English Classroom. Teacher Edition.
PUB DATE- Apr 92
NOTE- 257p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *English Instruction; Grammar; Higher Education; Lesson Plans; Outlining (Discourse); Public Speaking; Secondary Education; Skill Development; *Writing (Composition); *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- *ROAM Method; Writing Development

For use mainly in the English classroom, the 21 lesson plans in this book emphasize the ROAM method, which integrates Repeating, Observing, Associating, and Memorizing as a means to appreciate the communicative arts. The book explains and shows how students can improve and then master communication skills using a four-step process: (1) COLLECT, encouraging a student to create interest in a broad topic or narrow subject; (2) SELECT the best way to organize the parts of a writing assignment or speech; (3) CORRECTly join and rank ideas by moving conjunctions and punctuation; and (4) PERFECT, helping students to maximize their communication potential. The lesson plans in the book discuss: outlining, applying the ROAM method, helpful analyses, how to use examples, varying ideas, verbal parallelisms, visual parallelisms, and public speaking. The book also includes review exercises and tests. Answers to selected exercises and tests are attached. (RS)

ED 345 285   CS 213 352

Rygiel, Mary Ann
Shakespeare among Schoolchildren: Approaches for the Secondary Classroom.
PUB DATE- 92
NOTE- 147p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Drama; *English Instruction; English Literature; High Schools; *Literature Appreciation; Renaissance Literature
IDENTIFIERS- Historical Background; Response to Literature; *Shakespeare (William)

Making connections for teachers between Shakespeare and his historical context on the one hand and secondary students on the other, this book presents background information, commentary, resources, and classroom ideas to enliven students' encounters with Shakespeare. The book concentrates on "Romeo and Juliet," "Julius Caesar," "Macbeth," and "Hamlet." Each of the book's chapters includes classroom activities that focus students' attention on their own responses to Shakespeare. Following an introductory first chapter, the book presents an overview of ways in which literary scholars and critics have approached Shakespeare and then looks at Shakespeare's language and examines how to help novices understand why it is so different from modern speech. The book situates Shakespeare in his speech and writing community, discussing books and education in late medieval and Tudor times, and explores what is known and can be inferred about Shakespeare's life. The book then focuses on his plots, which can seem preposterous to modern students, and the dramatic conventions and historical

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Techniques; Higher Education; *Peer Influence; *Public Speaking; *Speech Instruction; *Student Motivation; Teaching Methods
IDENTIFIERS- Speech Communication Education

Motivating students is one of the primary challenges facing public speaking instructors. Numerous techniques can be used to generate a stronger desire among students to excel in their presentations. For example, instructors can increase motivation through a rather simple process of manipulating the speaker order to create an environment in which students strive to perform as well as their peers. A class of 20 to 25 students will generally be divided into 4 or 5 speaking groups for each presentation assignment. Frequently, when students are placed in one group for the entire semester, they become more cognizant of the presentations given by those in their group. Teachers can challenge average speakers by placing a superior student in each speaking group. This technique functions as a peer modeling tactic, conveying to each group a sense of what is expected. To accomplish such a set-up, the instructor must determine early in the course who the five best natural speakers are and develop speaker sections with one of these individuals in each group. Such a ranking is difficult, but by avoiding pitfalls, instructors can take this minor aspect of the course and turn it into a motivational tool. Even if the five students selected do not end the semester as the five best speakers, the technique should ensure that each student has at least one good speaker in their group whom they can strive to match. (HB)

ED 345 304 CS 507 807

Schwartzman, Roy
The Mother of Sound: A Phenomenology of Silence in Wordsworth's Poetry.
PUB DATE- Feb 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Salt Lake City, UT, February 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Literary Criticism; *Phenomenology; Philosophy; *Poetry
IDENTIFIERS- Communication Strategies; Heidegger (Martin); Literary Theory; *Silence; *Wordsworth (William)

Silence has often been treated as simply a negative phenomenon rather than as a communicative device. Four aspects of silence include: (1) negative silence, which is the experience of silence as having no positive value; (2) primordial silence, the phenomenon out of which utterance arises; (3) silence as a mode of being; and (4) silence as a destination. An examination of the different roles that silence plays in the poetry of William Wordsworth reveals the multidimensional nature of silence's communicative aspects. Close attention to a number of moments in Wordsworth's poems indicates that an understanding of silence is central for comprehension of the poet's, or any communicator's, silence. In fact, it is possible to conceptualize the Imagination as, at least in part, the translation of silence into the articulate. The poetic equity. Comparable decisions that declared educational financing unconstitutional in other states are discussed next, and components of the KERA are highlighted in the following section. A conclusion is that the state legislature used this opportunity to address the overall needs of education in Kentucky without adequately addressing the crucial issue of inequality. Outcomes included no reduction in funding gaps between the richer and poorer districts, and the continued practice of district-raised taxes for local support. A conclusion is that funding inequities may be exacerbated, rather than reduced, in the long term. (LMI)

ED 345 323 EA 023 781

Farley, Raymond; And Others
The Wave of the Future: Prototype Classrooms/Laboratories for the Hunterdon Central Regional High School District, Route 31, Flemington, New Jersey.
PUB DATE- Feb 92
NOTE- 56p.; Paper presented at the Annual Meeting of the American Association of School Administrators (124th, San Diego, CA, February 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; *Educational Technology; Facility Expansion; Facility Guidelines; Facility Inventory; *Facility Planning; High Schools; Laboratories; Mastery Learning; *Science Facilities; *Technological Advancement
IDENTIFIERS- *New Jersey; Technology Education

Educational changes implemented at Hunterdon Central Regional High School (New Jersey), based on a technical model that stresses mastery learning and is facilitated by a customized instructional technology, are described in this paper. A two-pronged strategy involves the formation of site-based management teams and a technology review committee. Plans also include the development of a campus-home computer network. The first section outlines plans for completion of two prototype classrooms, one for science and one for general technology. Curricular and instructional trends in mathematics, science, and educational technology are highlighted. The second section offers guidelines for the general design of various environments within the educational plant, with a focus on factors that impact facilities planning and on the characteristics of educational environments. The third section offers a description of Project Scope--which seeks to create two prototype classrooms--provides inventories, guidelines, and architectural designs for technology and biochemical laboratories. Four charts and 11 figures are included. (LMI)

ED 345 324 EA 023 789

Welker, Matthew J.; Pell, Sarah W. J.
The Formulation of AIDS Policies: Legal Considerations for Schools. NOLPE Monograph/Book Series, No. 44.
PUB DATE- 92
NOTE- 139p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Educational

IE and AOE increased with increasing district wealth. IE as a percent of total adjusted expenditure remained relatively flat as district size increased, whereas AOE generally increased with district size. When both IE and AOE were expressed as a percent of total adjusted expenditures, the AOE percent increased with district wealth. Preliminary evidence suggests that IE represents a useful measure of instructional cost. Included are a list of policy issues, a glossary, and appendices containing statutory definitions, regulations, methodology, and data tables. (MLH)

ED 345 344 EA 023 927

Expanding the Boundaries of School: Pilot Programs Established by the 71st Texas Legislature. Interim Report from the State Board of Education.
PUB DATE- Jan 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Development; Educational Innovation; Elementary Secondary Education; *High Risk Students; *High School Equivalency Programs; *Parent Education; *Parent Participation; Pilot Projects; *Pregnant Students; Program Descriptions; *Technological Literacy
IDENTIFIERS- *Texas

The 71st Texas Legislature established pilot programs in a variety of areas. These areas include prekindergarten for 3-year-olds, academic programs for students below grade level, examination for high school equivalency, elementary at-risk students, school-age pregnancy and parenting, parent involvement and parent education, and technology demonstration. The report concerns pilot site activities during the 1989-90 school year. A total of 82 pilot sites in 58 school districts and one service center across the state began operating during the spring semester of that school year. The report focuses primarily on program description and implementation rather than program effects. The review of each pilot program follows the same format. The amount appropriated, budgeted, and extended and the number of pilot sites are listed. A description of the pilot program that specifies its goals, participants, components, the settings and timeframes in which it operates, and the program's unique resource requirements is given. The second half of the review is an evaluation providing data on implementation, including information on the numbers and types of individuals who participated and participants' opinions on the program. Each review concludes with a discussion of the concerns and difficulties that arose and the solutions that were developed. (RR)

ED 345 345 EA 023 931

Wilkes, Dianne
Schools for the 21st Century: New Roles for Teachers and Principals. Hot Topics: Usable Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 94p.; Print in highlighted boxes may not reproduce adequately.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

ED 345 364 EA 023 955

Galvin, Patrick; Ogawa, Rodney T.
Improving Judgment Calls: Using a Normative Model of Human Inference in the Advanced Preparation of Educational Administrators.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Cognitive Processes; Cognitive Structures; *Decision Making; *Doctoral Programs; *Educational Administration; Elementary Secondary Education; Field Experience Programs; *Heuristics; Higher Education; *Inferences; Leadership Training; Theory Practice Relationship
IDENTIFIERS- *University of Utah

The conceptual orientation that guides the University of Utah's field-based doctoral program in educational administration is described in this paper, with a focus on making judgments within the decision-making process. The first part explains the rationale for adopting the conceptual orientation and the second part describes the normative model upon which the program's conceptual orientation is based. Three common sources of human error are identified: knowledge structures based on previous experience; the availability heuristic; and the representativeness heuristic. The third part of the study explains plans for using the normative model as an instructional tool. A conclusion is that the model provides a normative and interpretive tool for determining the applicability of theory to daily administrative practice. (8 references) (LMI)

ED 345 365 EA 023 956

Denno, Wayne R.
The Effects of Ability Grouping on Attitude in the Secondary School.
PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; High Schools; *High School Students; *Learning Experience; *Self Concept; Self Concept Measures; Self Esteem; Student Attitudes; *Student Placement; *Track System (Education)

Findings from a study that examined the effects of homogeneous ability grouping on the attitudes of secondary students toward themselves and their learning experiences are presented in this paper. Methodology involved administration of an attitudes questionnaire to 110 students enrolled in the 10th- and 11th-grade English classes at a high school in San Joaquin Valley, California. The attitudes toward self and learning experiences of high ability grouped students were compared with those of low ability grouped students. Findings indicate that no significant differences existed in attitudes toward self or learning experiences between high and low ability grouped students. Asian students reported significantly less satisfaction with their learning experiences than did White

ED 345 385 EA 024 020

Beswick, Richard
Character Education.
PUB DATE- May 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Curriculum Evaluation; Elementary Secondary Education; *Ethical Instruction; *Ethics; Individual Characteristics; *Moral Values; Personality Traits; Program Descriptions; School Community Relationship; Self Esteem; Theories; Value Judgment; *Values Clarification
IDENTIFIERS- *Character Education; *Oregon

Although there has been reluctance to support direct methods of teaching moral values and character traits, due in part to lack of consensus about whose values should be taught, a national call to rethink that trend has begun to be heard. An up-to-date account is provided of the recommendations of the Oregon State Board of Education to mandate character education throughout Oregon, by December 1992, along with suggestions on policy and implementation. This publication explores the need for character education and shows how a direct approach can work in an interdependent and multicultural world. Chapter 1 attempts to define character education and discusses the need for instilling character traits. Several modern theories of moral development and their limitations are also explored in the chapter. Chapter 2 describes several ongoing character education programs and features Oregon's North Clackamas School District. Character education curriculum is the subject of chapter 3. Finally, chapter 4 deals with the legal and public policy aspects of carrying out character education in Oregon. The appendix lists seven sources of information on programs and curriculum. (54 references) (MLF)

ED 345 386 EA 024 029

Peterson, Kent D.; Bixby, Janet S.
Support for School Restructuring: The Work of National Organizations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.
PUB DATE- 6 May 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Cooperation; Elementary Secondary Education; *National Programs; Organizational Change; *School Based Management; School District Autonomy; *School Organization; *School Restructuring

National restructuring organizations are described in this paper, with a focus on those that work across districts to support multiple aspects of school restructuring, rather than within-district or state organizations. Data were derived from interviews with individuals in each program and from program descriptions and secondary sources. Section 1 describes the educational visions of 11 national organizations, and concludes that much variation exists in terms of formality of guidelines and governance flexibility. Processes for linking the national organizations with schools are examined in the second section.

Learning Disabled Children.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Instructional Effectiveness; Junior High Schools; Junior High School Students; *Learning Disabilities; *Self Evaluation (Individuals); Skill Development; *Writing (Composition); *Writing Evaluation; Writing Improvement; Writing Instruction

This study examined the relative effects of the self-evaluation process on written composition skills development among learning-disabled junior high students. It specifically evaluated the use of a structured self-evaluation process on the quality of short compositions. Experimental subjects (N=38) were taught the use of a self-evaluation checklist grid. Both experimental and control subjects (N=20) were instructed in written composition principles implied in the self-evaluation grid. Comparisons of compositions before and after training showed significantly higher mean ratings (by independent evaluators) of the introductory statements and somewhat better organization of ideas in compositions written by experimental subjects. The self-evaluation grid itself is included in the paper. (17 references) (DB)

ED 345 405 EC 301 165

Kraus, Lewis E.; Stoddard, Susan
Chartbook on Work Disability in the United States.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 67p.; For the 1989 chartbook on disabilities, with a section on work disability, see ED 316 007.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Disabilities; *Employment; Employment Experience; Etiology; Financial Support; *Incidence; *Income; Individual Characteristics; *Labor Force; National Surveys; Vocational Rehabilitation

This chartbook presents, in graphic and textual form, data on employment and disability in the United States. Each page contains a topic question, a brief explanatory text (using data from the original source), an explanatory graphic, identification of the source of the information, and identification of the survey used to collect the data. The 38 topic questions are grouped into six sections which provide information on: (1) the extent of work disability; (2) characteristics of persons with a work disability; (3) causes of work disability; (4) work disability and the labor force; (5) work disability, income, and earnings; and (6) support for people with a work disability. A glossary provides definitions of 19 work-related terms. A bibliography of 30 items and an appendix providing summaries of the surveys providing the data are included. (DB)

ED 345 406 EC 301 166

A Review of the Eligibility Criteria for Children with Special Needs. Section 78 of Chapter 138 of the Acts of 1991.
PUB DATE- Aug 91

presented on this theme are: (1) "Deaf Infants, Hearing Mothers: A Research Report" (Kathryn P. Meadow-Orlans, and others), reporting findings on effects of auditory loss on early development; (2) "Maintaining Involvement of Inner City Families in Early Intervention Programs through a Program of Incentives: Looking beyond Family Systems to Societal Systems" (Richard P. Brinket, and others) stressing the need for an integrated approach to family services; (3) "Interdisciplinary Interagency Training for Professionals Serving Chemically Dependent Families" (Vicki Krodenski, and others), describing a California program providing interdisciplinary and interagency training to work with this population; (4) "Policy Implementation of Services for Infants and Toddlers with Developmental Delays" (James Gallagher, and others), describing a project to track implementation of Part H of the Individuals with Disabilities Education Act. A special subsection on attention deficit disorders include the following articles: "A Clarification of State and Local Responsibility under Federal Law To Address the Needs of Children with Attention Deficit Disorders" (a Department of Education policy memorandum); "OSEP's Initiatives for Meeting the Needs of Children with Attention Deficit Disorders" (Ellen Schiller and Jane Hauser); and "Attention Deficit Disorders: Academic Functioning and Stimulant Medication" (Steven R. Forness). (DB)

ED 345 426   EC 301 187

Recreation and Leisure: Issues for Adolescents with Chronic Illnesses and Disabilities. CYDLINE Reviews.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Mar 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Chronic Illness; *Disabilities; Health Promotion; Hearing Impairments; Instructional Materials; *Leisure Education; Mental Retardation; Physical Disabilities; Recreation; *Recreational Programs; Resident Camp Programs; Resources; Summer Programs; Visual Impairments; Young Adults

This bibliography presents 162 annotated references (including bibliographic materials, training and educational materials, and programs) about issues of recreation and leisure for adolescents and young adults with chronic illnesses and disabilities. Each reference usually contains a full bibliographic citation, a brief descriptive abstract, and availability and cost information. Bibliographic references are dated from 1981 to 1992 and are grouped into the following categories: physical/multiple disabilities; mental retardation; chronic illnesses (cancer, cerebral palsy, cystic fibrosis, diabetes, epilepsy, heart disease); hearing and visual impairments; camping and summer programs; and wellness and health knowledge. Training and educational materials include videos, booklets, guides, and manuals. The section on programs briefly describes 20 programs including address, telephone number, and a contact person. (DB)

ED 345 427   EC 301 188

Una Introduccion a los Jovenes con Discapacidades: Bibliografia Anotada. Revisiones de CYDLINE (An Introduction to Youth with Disabilities: Annotated Bibliography. CYDINE Reviews).

evaluate." (JDD)

ED 345 446 EC 301 207

O'Connor, Susan
"I'm Not Indian Anymore": The Challenge of Providing Culturally Sensitive Services to American Indians.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Reservations; *American Indians; Communication Problems; Community Programs; *Cultural Awareness; Cultural Differences; *Delivery Systems; *Disabilities; Group Homes; *Human Services; Rehabilitation; Social Integration; Vocational Rehabilitation
IDENTIFIERS- *Southern Hills Developmental Services SD

This report documents observations and findings from a site visit to Southern Hills Developmental Services (SHDS), an agency providing services to people with disabilities in the South Dakota community of Hot Springs. Half of the people using the services are American Indians. The report discusses the Pine Ridge Indian Reservation and traditions of the Lakota Sioux Indian culture, the oppression faced by these Indians due to White domination, the Hot Springs community, and the challenges to SHDS in providing culturally sensitive services. Services provided by SHDS include a group home, community training services, and employment services. The problem with removing individuals from their reservation community to acquire other needed services is discussed. Language problems between staff and clients are noted, along with issues of privacy, cultural differences in dress, and development of assertiveness. Throughout the report, the need for community connections, at both an individual level and an agency level, is stressed. (JDD)

ED 345 447 EC 301 208

Racino, Julie Ann
Center for Independent Living (CIL): Disabled People Take the Lead for Full Community Lives.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Advocacy; Attendants; Attitudes; *Community Programs; Counseling; Decision Making; *Disabilities; Housing; Human Services; *Independent Living; Job Development; *Program Development; Social Services; Social Support Groups; Training; Transitional Programs
IDENTIFIERS- *Center for Independent Living CA; *Independent Living Centers

The Center for Independent Living (CIL) in Berkeley, California, is described as a mecca for the disabled since 1972, when a coalition of severely disabled people founded the Center with the goal of integrating disabled people into the community-at-large. The CIL's mission is to create and maintain independence from the following: the Working Group on Skills Standards and Certification; Subgroup on the Integration of Technology Diffusion and Human Resource Development; Diversity Subgroup; Subgroup on Labor-Management Cooperation; and Human Resource Accounting Subgroup. These reports discuss mission, activities, strategies, proposed action, and recommendations. A draft of the "Framework for Action" is also appended. (YLB)

ED 344 998   CE 061 000

Bartel, Kathleen
A Study of Assessment Devices and Procedures Used in Volunteer Literacy Programs.
PUB DATE- 24 Sep 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Evaluation Utilization; *Informal Assessment; *Literacy Education; *Standardized Tests; *Test Reliability; *Test Use; Test Validity; Use Studies; Voluntary Agencies; Volunteers
IDENTIFIERS- *Literacy Volunteers of America Inc

Literacy Volunteers of America (LVA) affiliates were surveyed regarding standardized and informal assessment devices they currently used and their frequency of use and effectiveness. A literature review focused on assessment tools and their limitations. The survey was sent to 39 LVA affiliates in Illinois, Indiana, Michigan, Missouri, Ohio, and Wisconsin; 26 responses were usable, a return rate of 67 percent. Conclusions were as follows: (1) informal test measures were used more frequently than standardized measures; (2) a combination of standardized and informal assessments was preferred; (3) frequencies of use of standardized tests did not necessarily mean users were satisfied with test effectiveness; (4) users seemed satisfied with informal assessment measures; (5) much assessment in volunteer literacy programs surveyed involved professionals; (6) nearly all affiliates assessed students initially and on a yearly basis; and (7) about half assessed exiting students. Recommendations included development of an assessment plan using informal intake materials, acquisition of more effective standardized measures, and use of professionals to perform assessments. (Appendixes include a list of 17 references and the survey instrument.) (YLB)

ED 344 999   CE 061 001

National Vocational Qualifications and the Construction Craft Industry.
PUB DATE- Mar 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Building Trades; *Competence; Construction (Process); *Construction Industry; Educational Certificates; Education Work Relationship; Foreign Countries; Industry; *Job Skills; Postsecondary Education; School Business Relationship; Staff Development; *Student Certification; Student Evaluation; Technical Institutes; Trade and Industrial Education
IDENTIFIERS- *National Vocational Qualifications (England)

Training and education in the construction craft industry for the 1990s and beyond will be affected by changes in industry, information on general credit, applying for credit and contracts, seniors and women and credit, credit options and costs, credit protection, credit reports and bureaus, and miscellaneous. The second list describes general credit resources for persons with special needs. The third list, for young people, includes credit resources for young adults, junior/senior high, and elementary students. The fourth list, which deals with resources on credit problems, includes items on general credit problems, avoiding problems, bankruptcy, billing errors and purchase disputes, counseling, credit denied, payment difficulties, lost or stolen cards and fraud, and miscellaneous information. The list of resources on home mortgages and equity loans (the fifth and final list) includes general information; information for young people; information on refinancing, home-equity loans, and second mortgages; and miscellaneous information. Resources listed include publications, software, games, teacher guides, videotapes, audiocassettes, mixed media presentations, and recent articles. Complete source names and addresses are at the end of each resource list. Those items also available in Spanish are marked with an asterisk. (KC)

ED 345 017   CE 061 048

Clay, Phyllis L.
Formative Evaluation of the Northeast Military Magnet High School 1990-1991.
PUB DATE- Aug 91
NOTE- 35p.; Product of the Evaluation Office.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; Formative Evaluation; *High Schools; Leadership Training; *Magnet Schools; *Military Science; Observation; *Program Effectiveness; Program Implementation; Program Improvement; Student Leadership
IDENTIFIERS- *Kansas City Public Schools MO; Resource Officers Training Corps

The military theme at Northeast Law, Public Service, and Military High School in Kansas City, Missouri, was evaluated during its second year of implementation (the 1990-91 school year). After a shaky start, the second year brought increased stability to the program. Program objectives were in place, and all military theme staff had been hired by October 1990. Visual evidence of the military theme was found in 100 percent of the classrooms that did not solely house classes for the law and public service theme, compared to the second semester of the first year, when evidence of the theme was seen in only half of the classrooms. During observations of classroom instruction, 100 percent of the time in fourth-hour leadership drill classes and 89 percent of the observation intervals in the other fourth-hour leadership classes and the military science classes was spent on theme-related instruction. In core classes for military students and in non-theme classes, no theme-related instruction was observed. Student leadership, a major focus of the theme, was seen during 78 percent of the observation intervals in leadership drill classes and during 71 percent of the intervals in grade-level military science classes. Students in non-theme classes were not observed in leadership activities. Recommendations include strengthening the Navy aspect of the program, continuing the opportunities for student leadership and hands-on military activities, and considering increasing the infusion of the military theme into non-theme classes. (KC)

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; Career Development; Career Education; Career Guidance; Disabilities; Disadvantaged; Elementary Secondary Education; *Interest Inventories; Material Development; Occupational Tests; Personality Measures; *Special Needs Students; State of the Art Reviews; *Test Construction; Values; Vocational Aptitude; *Vocational Evaluation; Vocational Interests; Vocational Maturity; *Work Sample Tests

This paper reports on a study undertaken to discover what instruments were available for use in career assessment. The study population was all sources of information that listed or described career assessment instruments. To identify those instruments used with special populations, a survey was sent to all regional service centers in Texas for distribution to school districts. Instruments were classified into the seven categories used by Kapes and Mastie (1988): multiple aptitudes, interests, work values, career development/maturity, combined assessment, personality, and special populations. Results from all sources identified 302 instruments in the seven categories. Following the six-page report, 10 tables are attached. Table 1 reports results of the three studies previously conducted to determine the most used career assessment instruments. Table 2 is an alphabetical listing of the 169 instruments reviewed or briefly described by Kapes and Mastie with category and level of use. Table 3 represents 92 instruments added to the original list. It includes the category, test name, and publisher. Table 4 lists 41 instruments added from all other sources, with category, significant publisher information, and comments. Tables 5-8 report survey results and list instruments used in the categories of aptitude, interest, combination, and work samples. Tables 9 and 10 report instruments most used along with opinions about their use. (YLB)

ED 345 036   CE 061 122

Pitts, Joyce M.
Managing Your Personal Finances. Home and Garden Bulletins.
PUB DATE- Oct 86
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Budgeting; *Consumer Education; Credit (Finance); *Family Financial Resources; *Money Management; Paying for College; Postsecondary Education; Retirement; Secondary Education

This guide is designed to help people of all ages set up a budget and manage their money. It is organized in three sections: the Principles of Managing Your Finances, Financial Tools Used in Money Management, and Coping with Change. Section 1 consists of three chapters. The first chapter introduces the money management process, discusses goal setting, and provides tools to evaluate one's current situation and net worth. Chapter 2 takes the reader through the budgeting process and provides tips on recordkeeping and finding sources of advice. The third chapter suggests ways to economize, weighing the pros and cons of buying versus renting housing, determining food expenditures, saving on clothing, and minimizing use of utilities. It ends with a discussion of the costs of having, raising, and educating children. Section 2 has chapters on sewing and investing, insurance, and consumer credit. Section 3

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for dental assistants. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 13 units are as follows: infection control and hazards management; general health; emergency procedures; preventive dental assisting procedures; chairside assistance; dental specialties; dental laboratory procedures; dental office procedures; radiographic procedures; communications; mathematics; professionalism; and employability skills. (KC)

ED 345 055 CE 061 149

Diversified Health Occupations. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Feb 92
NOTE- 48p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; *Competency Based Education; *Dental Assistants; Employment Potential; Entry Workers; Job Analysis; Job Skills; *Medical Assistants; *Nurses Aides; Postsecondary Education; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This list consists of essential competencies from the following specialized Ohio Competency Analysis Profile: Dental Assistant; Medical Assistant; and Nurse Aide. Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for diversified health occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles

4 years from now. Titles of the eight units are as follows: general safety precautions; equipment maintenance; marketing and sales; merchandise handling; business management; floral design; greenhouse plant production; and employability skills. (YLB)

ED 345 073 CE 061 167

Forest Industry Worker. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Mar 92
NOTE- 32p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Competence; *Competency Based Education; Conservation (Environment); Employment Potential; Entry Workers; Equipment Maintenance; *Forestry; Forestry Aides; *Forestry Occupations; Job Analysis; Job Skills; Land Use; Lumber Industry; Nurseries (Horticulture); Occupational Information; Off Farm Agricultural Occupations; Postsecondary Education; Safety; Secondary Education; Task Analysis; Trees; Vocational Education; Wildlife Management
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for forest industry occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 14 units are as follows: general safety precautions; forest industry operations; forest nursery operations; forest measurements; forest establishment; forest management; tree harvesting and processing; wildland fire operations; forestry equipment maintenance; forestry equipment operation; construction skills; business management; urban forestry tree care; and employability skills. (YLB)

ED 345 074 CE 061 168

Heating, Ventilation, Air-conditioning, and Refrigeration. Ohio's Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 92
NOTE- 38p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

management cooperation in program design and operation. Factors that impede successful outcomes include requirements for workers to commit their own time to participate, additional expenses related to training, the stigma attached to remedial training, and lack of monetary rewards. The private sector needs to explore strategies to overcome the lack of resources for worker training, corporations need to promote a positive organizational culture, and the Federal Government needs to support efforts to develop upward mobility programs. (330 references) (YLB)

ED 345 092 CE 061 200

Tao, Fumiyo; And Others
Upward Mobility Programs in the Service Sector for Disadvantaged and Dislocated Workers. Volume II: Technical Appendices.
PUB DATE- May 92
NOTE- 102p.; For volume I, the Final Report, see CE 061 199.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Career Development; Case Studies; Data Collection; Demonstration Programs; Dislocated Workers; *Economically Disadvantaged; Educational Supply; Employer Employee Relationship; Employment Practices; Inplant Programs; *Job Training; Labor Force Development; Labor Relations; *Occupational Mobility; Participative Decision Making; Personnel Management; Program Design; Program Development; Program Implementation; *Service Occupations

This volume contains technical and supporting materials that supplement Volume I, which describes upward mobility programs for disadvantaged and dislocated workers in the service sector. Appendix A is a detailed description of the project methodology, including data collection methods and information on data compilation, processing, and analysis. Appendix B discusses theoretical frameworks relevant to the key concepts addressed in the project and issues concerning evaluation of upward mobility programs. Four theories are examined: human capital, dual economy, industrial segmentation, and career development. Four methodological issues are discussed: measurement ambiguity, quantitative outcome measures, qualitative measures, and unit of analysis. Appendix C contains eight examples of upward mobility programs, found in various service sector firms, that provide a broad overview of the range of programs existing across different types of service industries. Appendix D provides case study summaries of six upward mobility programs conducted to examine exemplary programs in great detail. These summaries illustrate the complexity of factors that impinge upon each program. Appendix E is a subject matter expert interview guide. Appendix F is a case study protocol used in the study. (YLB)

ED 345 093 CE 061 202

Horta, Carlos Roberto; de Carvalho, Ricardo Augusto Alves
The Union Movement and Vocational Training in Brazil. Discussion Paper No. 91.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

Grunwald, Bernice Bronia; McAbee, Harold V.
Guiding the Family: Practical Counseling Techniques.
PUB DATE- 85
NOTE- 355p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Adolescents; Case Studies; Children; Counseling Techniques; *Counseling Theories; *Counselors; Family (Sociological Unit); *Family Counseling; *Parent Child Relationship; Parenting Skills; Problem Solving
IDENTIFIERS- *Adlerian Psychology

This book, intended as a text for therapists and counselors in family counseling, is based on principles of Adlerian psychology. The first chapter examines Adlerian theory and family counseling. Basic principles of individual psychology are applied to family counseling, and the goals of children with disturbing behavior are discussed. Reasons why parents pamper children are examined. The second chapter provides a framework within which the counselor can find an individualistic approach. Basic considerations are outlined which are safe and consistent with Adlerian psychology. The third chapter contains seven basic steps considered essential to family counseling. The fourth chapter outlines and discusses confrontation techniques for psychological disclosure, goals of distributing behavior, and the recognition reflex. The fifth chapter examines diagnostic techniques and discusses how to gather significant information. The sixth chapter examines the use of corrective measures. Use of recommendations, encouragement, training children with logical consequences, paradoxical intentions, the family council, and giving directions are all examined. The seventh chapter contains vignettes with concrete suggestions for improving relationships between parents and their children in a variety of problem situations. The eighth chapter focuses on counseling adolescents. Special sections are included for counseling the defiant adolescent and juvenile delinquents. The ninth chapter is concerned with special family circumstances such as single parent families, blended families, and extended families. The tenth chapter contains case studies which illustrate principles and techniques delineated throughout the book. (LLL)

ED 345 111 CG 024 176

Perez, Joseph F.
Coping within the Alcoholic Family.
PUB DATE- 86
NOTE- 180p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Alcoholism; Case Studies; Communication Skills; *Coping; Drinking; *Family (Sociological Unit); Personality Traits
IDENTIFIERS- *Children of Alcoholics

This book considers the dynamics and characteristics of the alcoholic family. The first part examines the alcoholic family. Needs such as security, love, and self-esteem, and defenses such as denial, rationalization, projection, regression, fantasy, displacement, and avoidance are discussed. Common denominators in the personalities of enablers which facilitate the alcoholic process in family members are identified and

Sweeney, Thomas J.
Adlerian Counseling: A Practical Approach for a New Decade. Third Edition.
PUB DATE- 89
NOTE- 538p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Counseling Techniques; *Counseling Theories; *Theory Practice Relationship
IDENTIFIERS- *Adlerian Psychology

This book describes the practical applications of the psychology of Alfred Adler. The first chapter provides a short introduction to Adler and his work. Chapter 2 contains a compendium of the latest research and practices on the characteristics of healthy persons as they relate to individual psychology. Chapters 3 and 4 explain dimensions and uses of natural and logical consequences. Chapter 5 addresses encouragement as an essential element in helping and methods for sharing it. Activities for self-appraisal of one's understanding are provided. Chapter 6 describes research which supports both the philosophy and practice of individual psychology in its application to guiding young people. Chapter 7 provides a guide for discovering the simplicity and interrelatedness of early recollections and present behavior. Chapter 8 examines the Adlerian counseling process, with each stage explained and illustrated. Chapter 9 adds a new dimension to career counseling by illustrating life review counseling. Chapter 10 provides both a philosophical and psychological perspective to marriage counseling and includes a step-by-step case example that illustrates specific techniques and methods potentially useful to facilitating goals of counseling. Chapter 11 addresses both family counseling and consultation. Chapter 12, the final chapter, focuses on group procedures, describing the methods of discussion, consulting, and counseling groups with reference to work with children and adults. Each chapter contains references. (NB)

ED 345 130   CG 024 196

Frey, Diane; Carlock, C. Jesse
Enhancing Self Esteem. Second Edition.
PUB DATE- 89
NOTE- 521p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Body Image; Children; *Counseling Techniques; Evaluation Methods; Females; Intervention; Negative Attitudes; Self Concept; *Self Esteem; Theories; *Theory Practice Relationship

This book takes the theory of self-esteem and translates that theory into practice. It presents a systematic approach to enhancing self-esteem, suggesting a specific sequence and phase-wise progression of enhancing self-esteem. Cognitive, emotional, and behavioral aspects of individuals are all incorporated into the theory and practice outlined in the book. Chapter 1 deals with the terminology and theories of self-esteem. Chapter 2 looks at the development of self-concept. Chapter 3 considers the social system and self-esteem, while chapter 4 considers the internal dynamics of self. Chapter 5 developmental counseling program requires securing a commitment from the counseling staff. The formation and tasks of an advisory committee is the focus of the chapter. Chapter III presents the first three components of a comprehensive plan: philosophy, rationale, and needs assessment. Chapter IV asserts that the counseling program is planned, implemented, monitored, and evaluated in a systematic way by establishing goals and objectives. These goals and objectives are the focus of chapter IV. Chapter V, concerned with improving the counseling program, focuses on program evaluation. Useful sample materials are provided throughout the book. Chapter VI provides a discussion of elements necessary if counselors are to participate fully in meeting the demands of excellent education for all students. Essential elements discussed in the chapter include continuing education for counselors; in-service training of teachers by counselors; improving interpersonal communication skills; guided classroom activities; classroom climate; working effectively with the administration; and public relations. The document concludes with a brief summary chapter and list of references. (NB)

ED 345 150 CG 024 217

Lewak, Richard W.; And Others
Therapist Guide to the MMPI & MMPI-2: Providing Feedback and Treatment.
PUB DATE- 90
NOTE- 372p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Personality Assessment; *Test Use
IDENTIFIERS- *Minnesota Multiphasic Personality Inventory

This book on the use of the Minnesota Multiphasic Personality Inventory (MMPI) in personality assessment emphasizes a client-centered, interactive method of interpretation by means of which the test taker become the primary beneficiary of the MMPI assessment rather than the clinician. The phenomenological and empirical correlates of the 13 basic scales of the MMPI and of 23 commonly occurring 2-point codetypes are described at different T-score levels. Each MMPI validity scale, clinical scale, and codetype include the following: (1) descriptors in the categories of concerns/complaints, thoughts, emotions, and traits/behaviors; (2) notes to the therapist which are intended to orient the therapist to the nature of this scale or codetype; (3) issues, which is an experimental formulation of one or more correlates that have been empirically derived from each scale or codetype, formulated in terms that are understandable to clients and presented in a manner so that the client as well as the therapist can validate their accuracy; (4) background and early learning experiences that may have led to an evaluation of the scale(s) or codetype; and (5) suggestions for self-help. The use of a "feedback approach," an empirical-phenomenological approach, is described. It is noted that the view of the therapist taken in this book is as a guide who uses a range of techniques from many theoretical persuasions to help the client resolved those fears that obstruct a life full of enjoyment. (ABL)

ED 345 151 CG 024 218

building a cooperative family; and helping other families. Within these topics specific areas such as getting up, eating, keeping clean, chores, fighting in the car, dawdling, temper tantrums, and bad habits are discussed. Part II focuses on effective discipline in the school. These topics are covered: the teacher's dilemma; autocratic and democratic classroom atmospheres; building a democratic group; encouragement; goals of children's behaviors; learning through natural and logical consequences; centering; and Corsini 4-R schools. Within these topics specific areas such as moving toward democratic discipline; guidelines and ground rules for classroom discussion; class council; how to encourage; encouragement versus praise; how to correct mistaken goals; and new classroom dimensions are discussed. A general bibliography, as well as bibliographies on the topics of children's stories, guided imagery and mediation, relaxation, and energizers, are included. (ABL)

ED 345 170 CG 024 237

Cater, Margaret K.
Action Guide for Effective Discipline in the Home and School.
PUB DATE- 92
NOTE- 398p.; For related book, see CG 024 236.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Children; *Classroom Techniques; *Discipline; *Discipline Problems; Elementary Education; Elementary School Students; Parent Child Relationship; Parenting Skills; Parents; Teachers; Teacher Student Relationship

This book assists in understanding and using the theories and techniques offered in the book "Effective Discipline in the Home and School" (1990). This book suggests where and when to start, how to put the ideas and methods into use, clarifying important steps, and giving step-by-step ways to put into effect each of the essential skills. In Part I, Action Guide for Parents, material is divided into 11 sections, including a first section on an organizational meeting and ten sections on week 1 through week 10. The weekly sections include individual study plans and group meeting formats and study questions, as well as information specific to the topics covered that week. In Part II, Action Guide for Teachers, material is divided into eight sections, including a first section on preparing for an organizational meeting and seven sections on week 1 through week 7. The weekly sections include individual study plans and teachers' group formats, as well as study questions and other material specific to that week's topics. (ABL)

ED 345 171 CG 024 238

Moses, Caroline E.; Kopplin, David
Applying Humanistic Principles to the Treatment of Runaway and Throwaway Adolescents.
PUB DATE- Apr 92
NOTE- 6p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (38th, Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

was limited to non-Hispanics but they made up 83% of the professionals. Future studies on ethnic bias should examine how culture is related to symptomatology and therapy issues. (Author/ABL)

ED 345 190 CG 024 257

Feller, Rich
Career Counseling Is the Answer, so Why Keep Asking Questions? A Baseline of Career Counseling Outcomes Research.
PUB DATE- 1 Mar 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Career Counseling; *Counseling Effectiveness; *Outcomes of Treatment; *Research Needs; Theory Practice Relationship

This paper offers a baseline about the status of career counseling outcomes research. It notes that few practitioners or researchers question the effectiveness of career counseling or related career interventions in the broad sense, yet the quality and comprehensiveness of the research deserves greater scrutiny in light of the field's broad scope and lack of consensus about outcome measures. This paper includes: (1) a brief description of career counseling outcomes with reference to where career interventions are provided; (2) an analysis of the quantity and quality of career counseling outcomes research; (3) a discussion of major significant research findings; (4) identification of notable trends or developments in career outcomes research; (5) a discussion of needed areas of focus for future research; (6) implications for counselor education and counseling practice; and (7) an assessment of the relationship among outcome research, counselor education, and career counseling practice. The paper concludes that providing a baseline of career counseling research outcomes and commentary to issues critical to counselor educators and practice is only a beginning. A field as dynamic as career counseling cannot rely on what only a few know during a time when an increasing number of questions are asked of it. (ABL)

ED 345 191 CG 024 258

Perry, Nancy S.
School Counseling Outcomes and Research.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counseling Effectiveness; Elementary Secondary Education; *Outcomes of Treatment; Research Methodology; *Research Needs; *School Counseling

The comprehensive, developmental model of school counseling has gained much favor across the nation among educators. It is now time to assess its effectiveness. Counseling has had difficulty achieving the precision attainable in research in the physical sciences. Because of the intangible nature of many of the variables present in the counseling situation, problems of definitions of terms, criteria selection, measurement, and control are formidable. Consequently, most of the research in to phonemic awareness development. Finally, the findings suggest that home literacy activities, both before school entry and during first grade are also influential in the development of children's phonemic awareness. (Eight tables of data are included; 45 references and 3 appendixes--containing selection criteria for classrooms and focal children; the test battery for assessment of phonemic awareness, reading, and writing; and the parent questionnaire--are attached.) (Author/SR)

ED 345 210   CS 010 932

Flippo, Rona F.; Wetzel, Charles
Student Literacy Corps Accountability: Assessment Challenges, Explanations, and Opportunities.
PUB DATE- May 92
NOTE- 18p.; Paper presented at the Annual Meeting of the International Reading Association (37th, Orlando, FL, May 3-8, 1992). Some accompanying materials may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Peer Teaching; Reading Attitudes; Student Attitudes; *Student Evaluation; *Tutorial Programs; Tutoring; Word Recognition
IDENTIFIERS- Fitchburg State College MA; Semantic Mapping

This paper presents the seven assessment instruments used by the Student Literacy Corps project at Fitchburg State College, Massachusetts, to document tutee progress and tutor assessment. The paper includes: (1) the Flippo Interest Inventory (for assessing tutee's attitudes toward reading); (2) instructions for the tutor to give to students on how to write a writing sample; (3) "Feelings: Literacy-Related Survey" (for assessing tutee's feelings about his/her reading and writing competence/self-concept); (4) "Classroom Reading Miscue Assessment" (for assessing tutee's word recognition and comprehension abilities); (5) directions to the tutor for the use of semantic mapping (for assessing tutee's schemata in content-related topics/concepts); (6) a questionnaire to assess changes in tutor's attitudes and opinions; and (7) "Attitudinal Scale for Parents" (for assessing parents' perceptions of tutee's growth). Four sample semantic maps are included. (RS)

ED 345 211   CS 010 933

Luke, Allan
Reading and Critical Literacy: Redefining the "Great Debate."
PUB DATE- May 92
NOTE- 22p.; Paper presented at the Annual New Zealand Conference on Reading (18th, Wellington, NZ, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Reading; Elementary Secondary Education; Foreign Countries; Higher Education; *Literacy; Models; Politics of Education; Power Structure; *Reading Instruction; Reading Skills; *Social Stratification; Student Development

Literacy may be defined as a set of changing practices and techniques with the social technology of writing. The priorities of this approach to educational practice. Investigating values and ethics, particularly issues of race, gender and class, should do more than encourage students to deconstruct dominant ideologies. Tensions inherent in teacher-student dialogue complicate any attempts to promote cultural critique or to effect ideological transformation. Teachers must understand how students resist transformation, and thus how to respond to student resistance. A freshman writing course was designed that asked students to read and write about difference, specifically multicultural perspectives on identity. Students, rather than displaying a resistance to dominant ideologies, tended to see mainstream values and beliefs reflected in the readings. This phenomenon was most evident with regard to the responses to Michelle Cliff's writings. Students chose to ignore the representation of a fragmented self in Cliff's "A Journey into Speech," instead finding a unified world-traveler, one with whom they could identify. Surprisingly, the texts verified what the students already believed, instead of raising doubts, as several student excerpts demonstrate. Students must be provided with critical alternatives to the dominant ideologies, and it may be a good strategy to have students investigate their own resistance to ideological change. By aiming to promote resistance and ideological transformation, the study of difference asks students to participate in the social struggle over meaning. (HB)

ED 345 230   CS 213 264

Andrews, Sharon Vincz
Becoming Serious Writers/Readers: Providing Encouragement and Contexts for Learning.
PUB DATE- 22 Feb 92
NOTE- 13p.; Paper presented at the Annual Indiana Teachers Applying Whole Language Conference (Terre Haute, IN, February 22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; Language Arts; Methods Courses; *Reader Text Relationship; Reading Habits; *Reading Instruction; *Reading Writing Relationship; *Student Attitudes; *Teacher Education Programs; Undergraduate Study; *Writing Instruction

Students in a language arts methods class work in learning teams in literature circles. They read novels, keep journals, and use a variety of strategies in exploring the novels and relating the authors' work and ideas to their own lives. Occasionally, the group is asked to develop questions which they would like to ask the author. Invariably, students who are touched deeply by the novel want to know what motivated the writing. Students feel a connection with serious writing. The serious writer, who probably begins as a serious reader, needs to be "fed." Reading and writing are reciprocal; they feed each other. Seventy-four undergraduate elementary education students, asked about what they had read over the summer other than course work, identified magazines (50%), children's books (40%) and newspapers (35%) most often, but of these categories, 50% to 65% reported reading "None" while other types of reading scored significantly lower. When asked about their writing, they pointed to letters (60%) and little else. Because the hectic life of schools leave students with little time to read and writers, inservice courses, and desktop publishing courses). The computer classroom is also important for using computers to teach writing, literature, and desktop publishing and book production. (RS)

ED 345 249   CS 213 297

Bergman, David; Bass, Barbara Kaplan
A Dialogue on Teaching Gay and Lesbian American Literature.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Controversial Issues (Course Content); Higher Education; *Homosexuality; *Literature Appreciation; Social Attitudes; *Student Attitudes; Teacher Role; *United States Literature
IDENTIFIERS- *Educational Issues; *Homosexual Literature

Two teachers have brought gay and lesbian literature into their American literature courses at a large university near a major metropolitan area. The decision to introduce the works in traditional courses, rather than newly minted ones, was dictated by the university's fairly rigid institutional setting and the relative conservatism and timidity of its largely suburban student body, as well as by the desire not to separate such literature from traditional course work. The educators found that their methods differed more significantly than anticipated, although their aims remained similar. They felt that by studying marginalized writers, students could learn how other people reacted, and why. According to one of the teachers, it is straight students who need to read gay literature and get the most out of it. The other teacher finds that as a straight woman, it is easier for her to approach issues of homosexuality directly and to assign more overtly gay material without being taken as trying to "recruit" students into a gay lifestyle. The strategy that works best for one of the teachers, and that involves students the most, is to have students engage the work as completely as they can before bringing up the issue of homosexuality. Students have responded to the materials they read by expressing greater open mindedness about homosexuality. The teachers have concluded that when they approach homosexuality as just another textual and cultural factor to understand, students can begin to move beyond tolerance to empathy. (SG)

ED 345 250   CS 213 298

McClure, Michael F.
Valuing Student Texts/Students Valuing Texts.
PUB DATE- 20 Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Politics of Education; *Teacher

potentially disruptive influences. An educational model is unstable because the population it represents is not static, and the very dimensions listed above reside in a constant state of flux. When the process paradigm is supplanted, as it inevitably must be, its replacement will embed and accommodate many of the same principles that the process paradigm has accommodated so comfortably. Certainly, whatever new paradigms arise, they will be expected to fulfill enduring, value-laden national goals, existing, necessarily, not only for the individual's, but also for the nation's own good. (Thirty-eight references are appended.) (HB)

ED 345 267   CS 213 334

Stoffel, Judith
"So, You're a Woman, 38, Back in School, and Writing "Research Papers?"
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; *Adult Students; Andragogy; *Females; Higher Education; *Reentry Students; *Research Papers (Students); *Student Attitudes; Student Reaction; Writing (Composition); *Writing Instruction; Writing Research
IDENTIFIERS- Saint Mary of the Woods College IN

Colleges are still designed for 18 to 22 year old students, even though that category includes only about 20% of the total population seeking degrees. Because of this fact, the term "andragogy," or how to teach adults, should become a more recognizable concept in education. A study was conducted in which 25 first-year adult women at Saint Mary-of-the-Woods College in Terre Haute, Indiana, were asked to write down their thoughts and concerns as they worked on research papers, after they completed the paper, and after they had heard from the instructor about the papers. The same information was requested from 25 upper-level students. Comments were classified into either affective or cognitive. Several conclusions can be drawn from the data. First, the affective aspect of learning needs to be attended to with adult women students. Second, there was an apparent falling off of interest in the content of the paper after the students heard from instructors, who tended to comment heavily on composition techniques rather than on content. Numerous examples of student comments demonstrate the wide range of needs of adult learners, in both the affective and the cognitive modes. In comparing the first-year students' comments with the upper-level students' comments, a substantial rise in complexity of thought and ability to analyze was evident. Adult students, generally, are hard-working, motivated, appreciative, and usually quite good, so that teachers find working with them a gratifying experience. (Three tables of data are included.) (HB)

ED 345 268   CS 213 335

Dunmire, Patricia
Constraints on Critical Thinking: An Analysis of News Narratives.
PUB DATE- Mar 92
NOTE- 27p.; Paper presented at the Annual Meeting of the

realities on which they hinge. Finally, the book takes a close look at today's culturally diverse students, underscoring their easily overlooked resources for understanding the plays, suggesting participatory activities for studying them, and advising teachers to become aware of today's youth culture and to work to connect students' lives with the diverse and vivid life in the dramas. (SR)

ED 345 286   CS 213 353

Lindemann, Erika
The Case against Using Literature in Freshman Composition.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College English; College Freshmen; *Course Content; Educational History; *Freshman Composition; Higher Education; Literary Criticism; Literature; Teacher Role
IDENTIFIERS- Academic Discourse; Composition Theory; Writing Development

To determine whether imaginative literature should be used in freshman composition courses, teachers must first determine what the purpose of a first-year writing course is. Historically, reading and writing about literature entered the curriculum when faculty became concerned with establishing English departments. Prior to this, instruction in composition equipped students to be successful in the academy and in public life by engaging political questions and moral issues. Today, as the only remaining required course at most colleges, freshmen composition should offer guided practice in reading and writing the discourses of the academy and the professions. Such courses have as their subject matter the processes whereby writers and readers enter the conversation of the academy and contribute to the making of knowledge. In addition, there are five reasons why using literature in freshmen English is inappropriate: (1) literature-based courses focus on consuming texts, not producing them; (2) the curriculum already has humanistic content; (3) studying literature does not teach style; (4) students do not need to study literature to apply the new insights of critical theorists; and (5) teaching literature does not enrich the training programs of graduate students. There is, in fact, a certain schizophrenia in the profession currently about what writing courses should be. Writing instructors must become comfortable with constructing student-centered classrooms in which students are encouraged to join the conversations that a good education enables. (HB)

ED 345 287   CS 213 354

Aley, Shelley; Vandenberg, Peter
Serving as the Keystone: Collaborative Reform, Relinquishing Authority, and the Link to Higher Education in the Fort Worth Public Schools.
PUB DATE- Mar 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

relationship Wordsworth attempts to establish with nature through silence recalls Martin Heidegger's assertion that silence is necessary for genuine understanding. The complex, often enigmatic relationship of silence to speech demonstrates how poetic texts articulate the heretofore unsaid. Perhaps this faith that the unsaid is not unsayable sustains not only Wordsworth's poetry, but also nourishes the desire of poets to continue writing and readers/students to continue interpreting. (Twenty-five references are attached.) (HB)

ED 345 305 CS 507 809

Hess, Jon; Pearson, Judy C.
Basic Public Speaking Principles: An Examination of Twelve Popular Texts.
PUB DATE- 2 Nov 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Higher Education; Introductory Courses; *Public Speaking; Publishing Industry; *Speech Curriculum; Speech Instruction; *Textbook Content; Textbook Research; *Textbooks
IDENTIFIERS- Speech Communication Education

A study investigated the principles included in basic public speaking texts and the relative importance given to each principle. Content analysis was used to examine 12 of the most popular introductory-level college public speaking textbooks. The unit of analysis was selected, categories were constructed, and the data were coded and weighted. Results indicated that: (1) although the information contained in the texts was often very different, the topics discussed were the same; (2) the 24 principles identified were grouped into overall categories of communication theory, speech preparation, speech delivery, activities and elements in public speaking, and a taxonomy of public speaking; and (3) the authors showed increased attention to persuasive speaking, language, informative speaking, and the audience, and decreased attention to modes of delivery, determining a speech purpose, the thesis statement and main points, ethics, and speech practice. (Two tables of data are included; 56 references are attached.) (RS)

ED 345 306 CS 507 810

Dudczak, Craig A.; And Others
The Elements of CEDA Debate Paradigms: An Investigation of Paradigm Accuracy.
PUB DATE- May 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Portland, ME, April 30-May 3, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Debate Format; Higher Education; *Judges; *Models; *Persuasive Discourse; *Public Speaking
IDENTIFIERS- *Debate Theory; *National CEDA Tournament

Debate judge philosophy statements have been part of the Cross Examination Debate Association (CEDA) National Debate Tournament since the tournament's inception. Judges are asked

Policy; Elementary Secondary Education; Legal Problems; *Legal Responsibility; *Policy Formation; Public Schools; *School Districts; School Law

This book comprehensively examines the acquired immunodeficiency syndrome (AIDS) and its impact on educational settings. Educators quickly found that they had neither the expertise nor the experience to cope effectively with AIDS. The AIDS policy paradigm presented in this monograph will facilitate the processes of policy formation and evaluation at the district level. The substantive and procedural due process direction provided by this monograph will enable district officials to effectively balance the health rights of the many against the personal rights of the few during the present health crisis. Five chapters compose the monograph. Chapter 1 gives an introduction and background to AIDS. Chapter 2 describes what AIDS is and its scientific and educational implication. Chapter 3 gives the legal implications of AIDS for public schools. Chapter 4 discusses the formation of educational policy, and chapter 5 describes an AIDS policy paradigm for public schools. Appended is a list of contemporary legal cases involved with AIDS. (RR)

ED 345 325 EA 023 792

Prickett, R. L.; And Others
Can Professors of Educational Administration Collaborate?
PUB DATE- Aug 89
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (43rd, Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *College Faculty; *Collegiality; *Educational Administration; *Educational Cooperation; Higher Education; Information Dissemination; Professional Associations; *Professional Development; Shared Resources and Services
IDENTIFIERS- *Kentucky

A Kentucky collaborative association for professors of educational administration, the Consortium of Educational Administration (CEA), is described in this paper. The CEA is composed of five regional institutions of higher education with educational administration preparation programs--Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University, and Western State University. Purposes of the consortium are to: (1) provide a forum for discussion of common concerns; (2) provide a vehicle for collaboration among institutions; (3) promote shared research among professors; and (4) publish a new journal of research in educational administration. Obstacles to achieving consortium goals include time and funding. (LMI)

ED 345 326 EA 023 793

Richardson, M. D.; And Others
Computer Technology: Bridging the Gap.
PUB DATE- 90
NOTE- 15p.; Paper presented at the Annual Meeting of the USA/China Education Consortium.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Management Teams; Mentors; Motivation; *Participative Decision Making; *Principals; *Program Effectiveness; Role Models; *School Restructuring; *Teacher Role
IDENTIFIERS- Facilitator Styles; Teacher Researchers; *United States (Southeast)

The restructuring movement is seen as the best way to reform and revitalize education. Restructuring is making individual schools the focus of change and empowering those closest to students with the responsibility and authority to effect changes responsive to student needs. This publication concentrates on teachers' and principals' roles as the greatest forces behind educational change. Chapter 1 examines teachers' expanded roles in facilitating learning, decision making, mentoring, and conducting research. Chapter 2 addresses the principal's pivotal role as school leader in restructuring programs, focusing on the principal as visionary, enabler, role model, and motivator. The last chapter identifies strategies for establishing decision-making teams and promoting shared leadership in schools. Each chapter is accompanied by "dynamite ideas," or examples of successful school programs in the Southeast. The leadership development chapter, for example, presents examples of staff development, business-education training partnerships, leadership academies, and problem-solving teams. Each chapter concludes with an annotated list of resources and contacts for additional information. An index is included, along with a list of 125 references. (MLH)

ED 345 346 EA 023 932

Capper, Colleen A.
"...And Justice for All." Secondary School Restructuring and Nondominant Groups: A Poststructural Analysis.
PUB DATE- Apr 92
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Critical Theory; *Educational Discrimination; *Educationally Disadvantaged; Educational Quality; *Equal Education; *Feminism; High Schools; *Power Structure; *School Restructuring

Findings from a study that examined high schools involved in school restructuring to determine the effect of restructuring on the educational experiences of persons along the axis of oppression are presented in this paper. A second focus was to explore the utility of feminist poststructural theories in educational administration research. The following areas were examined in both the content and process of restructuring--language, subjectivity, power, and underlying assumptions. A critical, qualitative analysis of one urban and one rural high school was conducted; the results of the latter are presented in this paper. Methodology involved interviews with three school administrators, two district administrators, and three teachers; document analysis; and classroom observation. Findings pointed to three empowering aspects of restructuring students. Factors in students' attitudes included teaching assignments, opportunities to take a variety of classes, and other unknown variables. Five tables are included. (20 references) (LMI)

ED 345 366 EA 023 957

Rebarber, Theodor
State Policies for School Restructuring. Better Education through Informed Legislation Series.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; Organizational Change; *School Based Management; School Organization; *School Restructuring; *State Action

State legislative policies for educational restructuring are examined in this handbook, with a focus on restructuring from the perspective of state elected officials. Following an executive summary and introduction, the second and third parts explain the need for restructuring and features of the restructuring movement. Problems and obstacles are highlighted next, followed by a description of charter schools. Other reform efforts implemented in Dade County, Florida; Chicago, Illinois; Minnesota; and Kentucky are described. (28 references) (LMI)

ED 345 367 EA 023 958

Fry, Patricia; And Others
Kentucky's Program for Educationally Deficient School Districts: A Case Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Disadvantaged Schools; *Educational Assessment; Elementary Secondary Education; *Governance; State Action; *State Programs; *State School District Relationship; State Standards
IDENTIFIERS- *Kentucky

The development and implementation of Kentucky's Program for Educationally Deficient School Districts is examined in this case study. Implemented in 1987, the program required districts to meet certain performance, planning, and reporting criteria. Districts failing to comply could be placed in categories of noncompliance. Data were derived from document analysis; interviews conducted in June 1989 with legislative, executive branch, education department and interview group leaders; and interviews conducted in October 1989 with teachers, parents, and community leaders in two Kentucky school districts that underwent state takeover. Following an introduction, the second section describes the demographic and political setting of Kentucky education. The third section highlights the development and provisions of the deficiency program. Following sections discuss state-level operation of the program, its operation in the two low-performing districts that were taken

Two themes of linkages are identified: those in which groups select the level at which they work with the school system; and the diverse ways of working with schools, such as the use of networking, training models, onsite consultation visits, and intensive training. The next two sections conclude that the spread of restructuring organizations and the depth of their impact varies greatly. A combination of support at various levels is needed. Key components of a successful program that serves all children include teacher involvement, a focus on all students' outcomes, professional development at the school level, and implementing a systemic, long-term approach. Appendices provide descriptions of the 11 restructuring organizations and data collection information. (21 references) (LMI)

ED 345 387   EA 024 049

Meyers, M. W.; Sudlow, Robert
More Effective Schools/Teaching Project: Stalking the Fifth Claim?
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; *Effective Schools Research; Elementary Secondary Education; Outcomes of Education; *Program Effectiveness; *Program Evaluation; *Program Validation; *School Effectiveness
IDENTIFIERS- *Effective Schools Project; *Spenceport Central School District NY

Findings of a study that evaluated the Spencerport, New York, "More Effective Schools/Teaching Project" and examined the project's validation process are presented in this paper. The program model was based on change at the individual school level, administrator/staff collegiality, comprehensive interventions based on school culture, and central office support. Outcomes included an increase in the number of effective school correlates in each district school and increased academic performance. Four types of claims recognized by the Program Effectiveness Panel of the U.S. Department of Education include academic achievement and improvements in teachers' and students' attitudes and behaviors and in instructional practices and procedures. A review of Spencerport's initial validation application to the Department of Education suggests the possibility of a fifth claim--that of improvements in the organizational culture, policies, and long-term outcomes. The Spencerport application was approved based on its case for claims. One figure of an effective schools project flowchart and six tables are included. (45 references) (LMI)

ED 345 388   EC 301 074

Participation of Students from Under-Represented Groups in Gifted Programs. A Planning Guide To Implement Gifted Rule 6A-6.03019, FAC, As Revised on 9-12-91.
PUB DATE- 31 Jan 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Definitions; *Disabilities; Educational Finance; *Educational Policy; Elementary Secondary Education; *Eligibility; Inservice Education; Mainstreaming; *Needs Assessment; Policy Formation; Referral; *Regular and Special Education Relationship; Special Education; Staff Development; *State Legislation; State Standards
IDENTIFIERS- *Massachusetts; Prereferral Intervention

This review of eligibility criteria for students with special needs was the result of a 2-month analysis of the Massachusetts special education law and the current state of education within Massachusetts. The review was intended to examine the original intent of the special education statute, possible reasons for the high number of special education students, costs to the state of the current special education mandates, and the cost savings to be achieved by recommended changes. The following recommendations were made: (1) the statutory definition of a child with special needs should be rewritten; (2) statewide eligibility guidelines must be developed to ensure clarity and consistency across school districts; (3) a comprehensive training program for professionals and parents should be developed to ensure understanding of the new definition and its implementation; (4) a 5-year initiative should be instituted to establish Teacher Support Teams to implement a prereferral system and instructional accommodations within regular classrooms; (5) all professional staff should participate in a professional development program that emphasizes key areas of effective instruction; and (6) a discretionary grant program supporting the mainstreaming of students with special needs should be funded. A bibliography of 49 items and seven appendixes presenting more detailed data on which the report is based conclude the document. (DB)

ED 345 407 EC 301 167

North Dakota Early Childhood Tracking System - Background Memorandum.
PUB DATE- Jun 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *At Risk Persons; *Developmental Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Financial Support; *Handicap Identification; *Management Information Systems; Preschool Education; Referral; State Legislation; State Programs
IDENTIFIERS- Child Find; Client Tracking; *Developmental Delays; Early Identification; Individuals with Disabilities Education Act Part H; *North Dakota

This report responds to a North Dakota legislative mandate to study the state's early childhood tracking system for children who are at risk for developmental delays. Introductory sections summarize critical definitions and relevant federal legislation (specifically Part H of Public Law 99-457). The North Dakota program is then reviewed. Nineteen medical or biological risk factors, three developmental risk indicators, and eleven environmental risk factors are listed. Briefly considered are the tracking processes of monitoring and referral. The North Dakota tracking system is reported to involve 35 interagency

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Mar 92
NOTE- 16p.; For the English edition, see ED 321 456.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Community Programs; *Disabilities; Educational Needs; Family Problems; *Health; Information Centers; Psychological Patterns; Secondary Education; Social Development; Spanish; *Youth

This Spanish-language annotated bibliography describes English-language resources covering a wide range of issues related to disabled youth and their families. The 38 bibliographic citations date from 1980 to 1989 and are grouped into the following categories: psychosocial issues, health issues, educational issues, and community living. Information is also provided on services of the National Center for Youth with Disabilities as well as addresses and telephone numbers of six other information sources on youth with disabilities. (DB)

ED 345 428   EC 301 189

Jovenes con Discapacidades y Enfermedades Cronicas: Una Guia Introductoria para Joyenes y Padres. Revisiones de CYDLINE (Youth with Disabilities and Chronic Illnesses: An Introductory Guide for Youth and Parents. CYDLINE Reviews). Parents. CYDLINE Reviews.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Mar 92
NOTE- 23p.; For the English version, see ED 332 406.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Chronic Illness; *Disabilities; Health Promotion; Hearing Impairments; Instructional Materials; *Leisure Education; Mental Retardation; Physical Disabilities; Recreation; *Recreational Programs; Resident Camp Programs; Resources; Spanish; Summer Programs; Visual Impairments; Young Adults

This bibliography covers a wide range of issues related to the needs of adolescents and young adults with chronic illnesses and disabilities and their families. For each item in the bibliography, information provided includes author, title, source, date, and abstract. Price information is given when available. Materials include books, audiotapes, newsletters, comic books, booklets, videotapes, and training packages. The bibliography is divided into "Materials for Youth" (15 items), "Materials for Parents" (24 items), "Materials for Parent Groups" (eight items), and "Other Resources" (which lists six organizational sources and one periodical.) (JDD)

ED 345 429   EC 301 190

Carlton, Chris
Alcohol/Drug Education Curriculum Development for Special School Populations.
PUB DATE- Apr 90
NOTE- 8p.; Paper presented at the International Conference of the Learning Disabilities Association (Atlanta, GA, March 4-7, 1992).

for disabled people through providing services, advocating for the rights of disabled individuals, and nurturing a system of support in the community. CIL is a membership organization with over 500 members who elect a governing board made up of a majority of individuals with disabilities. Services include housing, attendant referral, independent living skills training, youth services, peer counseling, job development, benefits counseling, blind services, and deaf services. Six major areas of concern to people in the developmental disability field are discussed: choices and decision making, peer support, working with attendants, disability awareness, advocacy and services, and transition and independent living. The report also discusses individual and system advocacy and acceptance of the CIL within the Berkeley community. (JDD)

ED 345 448   EC 301 209

Racino, Julie Ann
Madison Mutual Housing Association and Cooperative: "People and Housing Building Communities."
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 91
NOTE- 48p.; Figure 1 may not reproduce.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Disabilities; *Group Homes; Housing; Housing Needs; *Housing Opportunities; *Independent Living; Older Adults; Program Development; Program Implementation; *Social Integration
IDENTIFIERS- Empowerment; *Madison Mutual Housing Association and Coop WI

This report resulted from a qualitative research site visit to the Madison Mutual Housing Association and Cooperative in Madison, Wisconsin. The agency was selected due to its reputation for inclusive efforts to provide housing to a broad constituency including people of differing abilities, ages, income levels, and ethnic backgrounds. The Madison Mutual Housing Association (MHA) and Cooperative are legally two sister corporations, though in many ways they function as one, and their relationship with each other is described. Aspects of housing cooperatives are discussed, including how they are organized, reasons people choose to live in cooperative housing, and the roles of individuals involved. Two cooperative sites designed with the intent to integrate people of all abilities and another cooperative site that includes a group home for older adults are described. Eight lessons for the disability field in terms of housing options are presented, covering the areas of: the values and commitment of housing associations and cooperatives, principles underlying the creation of housing options, facing stigma and stereotypes, housing as an empowerment and social issue, meanings of independence, the relationship between housing and support organizations, group homes and cooperatives, and promoting integration through financing. Two critical issues that need to be faced in the coming years are then discussed: size and scope of these organizations, and the potential for overidentification with the disability field which can undermine their broad-based community mission. (JDD)

ED 345 449   EC 301 210

qualifications, and education and training provision. A shift away from apprenticeship programs toward shorter periods of training and further education has been accompanied by an increasing emphasis on the demonstration of competence in specific skills and activities. The development of National Vocational Qualifications (NVQs) for the construction industry in Britain permits further education colleges to move toward a greater flexibility of learning provision. This opportunity has implications for college-employer relationships, college marketing, college management, and staff development. The implementation of NVQs implies changing attitudes, managing change, communication with industry and marketing to industry, flexible programs and delivery, reappraisal of assessment systems, development of staff to meet new needs, and costs of offering NVQs. Some issues that need to be addressed in realizing the potential of NVQs are reappraisal of costing and allocation of resources, effective use of training opportunities gained by cooperation with other training providers, demands for training opportunities outside of normal working hours, and greater cost of materials. (YLB)

ED 345 018   CE 061 049

Brock, Sharon L.

Formative Evaluation of the Westport Business Technology Magnet High School 1990-1991.

PUB DATE- Aug 91

NOTE- 25p.; Product of the Evaluation Office.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Business Education; Educational Cooperation; Enrollment Rate; *Formative Evaluation; High Schools; *Magnet Schools; Minority Groups; Office Automation; Program Administration; Program Development; Program Implementation; School Desegregation; Scores; *Technological Advancement

IDENTIFIERS- *Kansas City Public Schools MO

The Westport Business Technology Magnet High School completed its first year of operation as part of the Kansas City (Missouri) School District's Long-Range Magnet School Plan. The program was evaluated through classroom observations, enrollment rates and test scores, and surveys of 146 students, 49 teachers, and 217 parents. Program implementation was hindered by the loss of the school principal; the absence of a program administrator; and the lack of facilities, equipment, and supplies. Computer equipment was not available until the second semester. The school operated below capacity during its first year of theme implementation. The 1990-1991 court-ordered desegregation goals were not met: minority enrollment increased by a minimum of 1 percent in each grade rather than the desired 2 percent reduction. With the exception of the ninth-grade written expression subtest, minority achievement test scores were below district and national averages. Non-minority student test gains were observed from 1990 scores. Parents were the only group who were satisfied with the theme. Students were equally divided on magnet theme issues. Teachers were dissatisfied with theme implementation, planning and preparation, intrastaff cooperation, and administrative support. (NLA)

explains retirement planning; and economic, financial, and household change. Each chapter includes approximately 25 references. Worksheets are provided for net worth, setting goals, estimating income, estimating expenses, monthly expense record, household expenses, retirement income, and retirement expenses. (KC)

ED 345 037 CE 061 123

How To Be...Credit Smart. "Straight Talk" Series.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Consumer Education; Consumer Protection; *Credit (Finance); Guidelines; *Money Management

Designed for first-time borrowers, this pamphlet describes the basics of credit as a part of personal financial planning. Following a self-quiz (with answers) that tests the reader's knowledge of credit, the pamphlet provides guidelines for responsible credit use and outlines steps to take if debt problems occur. Topics covered include the following: credit for the first-time borrower, how much credit can one afford, shopping for a loan, shopping for a credit card, credit bureaus and credit reports, monitoring credit card use, warning signs of debt problems, and do's and don'ts of handling a financial crisis. (KC) of the four units are as follows: nurse aide, medical assisting, dental assisting, and employability skills. (KC)

ED 345 056 CE 061 150

Drafting. Ohio's Competency Analysis Profile. Revised.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 92
NOTE- 25p.; For related documents, see ED 338 827-852 and CE 061 142-176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; *Competency Based Education; *Computer Assisted Design; *Drafting; Employment Potential; Entry Workers; *Freehand Drawing; Geometric Constructions; Job Analysis; Job Skills; Orthographic Projection; Postsecondary Education; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for drafting occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 15 units are as follows: basic laboratory skills; geometric constructions; orthographic projections and auxiliary views; sectioning; drawing pictorials; basic intersections and developments; dimensioning; basic computer-aided (CAD) design skills; machine drawings; architectural drawings; structural drawings; civil and survey drafting; electrical and electronic drawings; advanced CAD skills; and employability skills. (KC)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Air Conditioning Equipment; Competence; *Competency Based Education; Electric Circuits; Electricity; Employment Potential; Entry Workers; *Heating; Job Analysis; Job Skills; Maintenance; Occupational Information; Postsecondary Education; *Refrigeration Mechanics; Secondary Education; Task Analysis; Trade and Industrial Education; Troubleshooting; *Ventilation
IDENTIFIERS- DACUM Process; Ohio

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for heating, ventilation, air conditioning, and refrigeration occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the 14 units are as follows: basic procedures; fundamental concepts of electricity; single-phase and three-phase circuits and devices; fundamental concepts of refrigeration; basic shop practices; shop practice and tools; installing refrigeration and air conditioning equipment; preventive maintenance; troubleshooting refrigeration and air conditioning equipment; servicing and repairing refrigeration and air conditioning equipment; installing heating systems; troubleshooting heating systems; servicing and repairing heating systems; and employability skills. (YLB)

DESCRIPTORS- Employee Attitudes; Employer Employee Relationship; Employment Practices; Federal Government; Foreign Countries; Government Role; *Labor Education; *Labor Force Development; Needs Assessment; Postsecondary Education; Union Members; *Unions; *Vocational Education; Working Class
IDENTIFIERS- *Brazil

The current strategy for Brazil's development does not focus on traditional advantages such as cheap and unskilled labor and inexpensive raw materials. The Brazilian government proposes an emphasis on vocational training and rehabilitation of human resources and on research and development. Vocational training has traditionally been offered by SENAI (National Service of Industrial Apprenticeship) and SENAC (National Service of Commercial Apprenticeship). The union movement sees vocational training as being fundamentally a state obligation. Trade unions are linked to different political and ideological lines, and union centers offer political education. The two oldest centers, CUT (Confederation of Workers) and CGT (Workers' Unique Center), have specific projects that train union leaders and strengthen democratic, class conscience, and independent unionism. Three unions--CUT, CGT, and the Union Force--would be willing to invest in vocational training on two conditions: that they could obtain resources for their objectives and that the political dimension would be linked to the technical dimension. In the last 20 years, some vocational training initiatives developed by segments of the working classes have been shown to be more significant than those of workers' organizations. They seem more important than union initiatives primarily because they introduce more advanced activities and train the worker as a whole. (10 references) (YLB)

discussed. Principle methods of communication in the alcoholic family such as double messages, compartmentalization, arbitrariness, elusiveness, intellectualization, and indifference are examined. The second part looks at alcoholic parents. Traits common to most alcoholics which have an adverse impact on family members, such as impulsivity, low tolerance for frustration, warped perception of time, acute need for short term gratification, and dislike or unhappiness with oneself, are described. The third part of the book examines children of alcoholics. Common characteristics which interfere with their ability to give and receive love as adults, such as constant need for approval, low ability to persevere, inability to trust, unreliability, tendency to lie, attraction to pain, vacillation, inability to get close to others, and terror of being evaluated, are listed and discussed. The fourth part examines the dynamics and effects of single parent alcoholic families, and the fifth part provides a list of do's and don'ts for the non-drinking family members. Case reports are included which demonstrate the characteristics described. (LLL) presents an extensive list of possible negative self-images. Chapter 6 looks at the process of intervention. Chapter 7 presents techniques for enhancing the self-esteem of both children and adults. Chapter 8 looks at life transitions and self-esteem. The development of body image and the relationship between body and self-esteem are addressed in chapter 9. The self-esteem of children with special needs is discussed in chapter 10, which looks at Afro-American children, handicapped children, gifted children, and children with learning disabilities. Women and self-esteem is the focus of chapter 11. Chapter 12 examines the measurement of self-esteem and chapter 13 provides methods to analyze one's own self-esteem. Lists of children's books and audiocassettes concerned with self-esteem are appended. (NB)

ED 345 131   CG 024 197

Shulman, Bernard H.; Mosak, Harold H.
Manual for Life Assessment.
PUB DATE- 88
NOTE- 299p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Counseling; *Evaluation Methods; *Family Influence; *Life Style; *Parent Influence; *Siblings

This manual presents a systematic way to elicit and interpret life style. The definition of life style used is one proposed by Adler that views the life style of any individual as a singular pattern of thinking, feeling, and acting that is unique to that individual and that represents the context in which all specific manifestations have to be considered. Chapter 1 describes life style, presenting a biological overview of why life style develops; examining factors that influence life style; defining a variety of functions of the life style; and describing distorted perceptions in the life style. Chapter 2 focuses on elements of the family constellation, paying particular attention to the sibling constellation, family values and their effects on sibling traits, the family atmosphere, parental behaviors, and the family role played by each child. Chapter 3 focuses on early recollections, identifying characteristics and explaining the diagnostic significance of these recollections. Chapter 4 deals with data collection. Chapter 5 returns to the issue of the family constellation, this time examining the process and content of interpretation. Chapter 6 returns to the subject of early recollections to point out pertinent issues in interpreting early recollections. Chapter 7 provides an example of a life style assessment and chapter 8 delineates a place for life style assessment within the general area of assessment. A bibliography is included. (NB)

Carlisle-Frank, Pamela Lyn
The Differentiation of Substance Users: An Analysis of Personality, Social, and Environmental Factors as They Relate to Substance Use and Abuse.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (38th, Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Drug Abuse; *Drug Use; *Environmental Influences; *Personality Traits; Self Esteem; *Social Influences; *Substance Abuse

Society's tolerance for all behaviors associated with the use of substances appears to be diminishing. The current wave of health awareness has created the pervasive attitude that anyone who engages in substance use has the potential for developing an obsessive addiction. Past research has provided evidence supporting the importance of personality, social, and environmental variables as predictors of substance use. This study integrated several of these variables into a comprehensive, conceptual framework designed to differentiate types of substance users and test simultaneously their relationship to substance use and abuse. Subjects included 104 adults from a random survey of household residents and 37 adults from substance abuse treatment programs. User status; substance use/quantity-frequency; disenchantment with ordinary life; control beliefs in life areas and substance use; personality hardiness; self-esteem; and positive/negative perceptions of personal, social and environmental conditions were assessed. Overall the results of the study provide strong support for the proposed model, linking motivations, intensity styles, and relationships with substances, along with various personality factors (e.g., self-esteem, personal control beliefs, hardiness, and need for stimulation/need for escape), and perceptions and appraisals of social-environmental conditions, to both substance use and abuse. Furthermore, the results of the study suggest that there are distinct differences with regard to these factors between non-users, users, abusers, and dependents. (Author/ABL)

DESCRIPTORS- *Adolescents; Child Rearing; Counseling Theories; Discipline; Family Problems; *Humanism; Models; *Runaways; Youth Problems

The size of the runaway and throwaway population is alarming. Two primary reasons explain why programs for adolescent runaways have failed and each one is embedded historically in American culture. The first is that strict discipline and reform have been seen throughout history as the most appropriate manner by which to control youth. The second is the myth of the traditional American family as a supportive and enhancing environment for the growth of adolescents into mature adults. Three humanistic principles can be substituted for traditional values when perceptualizing throwaways and runaways. The first principle is recognizing human potential, the second is interpreting behavior through a family systems model, and the third is facilitating autonomy and moral development through responsible decision making. These three humanistic principles challenge traditional assumptions about the treatment of youth at a fundamental level. This model assumes that adolescents can acquire the metacognitive abilities that will enable them to survive adaptively on the street. The shift in perspective is not subtle and it will not be sufficient for an agency to recognize only one or two aspects of this approach for all three are essential to avoid a model of coercion and victim blame. If these principles are implemented and adhered to, adolescents will develop adaptive rather than destructive skills and self-schemas which will allow them to become psychologically healthy, well-adjusted adults. (ABL) counseling has relied on correlational strategies that can elucidate relationships among variables but cannot specify causality. School counselors have an important role in research and evaluation. In this day of accountability it is the counseling outcomes of counseling programs that are on the line. Counselors need to set evaluation as a priority that is essential to the system support. Standards need to be set either locally or by states so that counselors, administrators, and the general public understand what school counseling programs are today. Counselor educators, in turn, need to teach to those standards. Counselor educators, state departments of education, and practicing school counselors must work in concert if school counseling is to be credible as a profession. (ABL) distribution of literate practices by institutions has been tied up with knowledge and power in societies. Who gets what kinds and levels of literacy from schooling is directly related to the "division of literate labor." This is reflected in stories of reading practices in a 13th century monastery in Toronto (Ontario, Canada) in English-as-a-Second-Language instruction for women immigrants from the Azores; and in literacy instruction among the Vai, a tri-literate Western African tribe. In all three examples, and in current schooling, three elements appear: (1) a corpus of texts; (2) selected genres for reading and writing; and (3) events and practices. A new four-part model permits a rethinking of how instruction shapes reading practices. The key elements of proficient, critical reading as social practice include coding, semantic, pragmatic, and critical competence. Coding competence means learning the role of code breaker. Adapting to the role of text participant is what is meant by semantic competence. Pragmatic competence involves learning to be a text user. The ability to analyze text implies critical competence. A socially critical literacy program would systematically introduce children to the four elements of reading practice at all stages of literacy instruction. In "postmodern" society, nothing short of a critical social literacy will suffice. (Twenty-nine references are attached.) (SG)

write, the schools need to become quiet havens for reading and writing. Motivating student interest in family history can prompt reading and writing. Exposure to serious writing can help reduce student passivity. Good books arouse good storytelling. The language and the story in a good book act as a catalyst to draw out students' and teachers' humanity and love. (SG)

ED 345 231   CS 213 265

Ballinger, Mary G.
We Get Mail: Documenting the Rhetoric of Our Academic Institutions.
PUB DATE- 21 Mar 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992). For other apsects of this topic, see ED 344 231.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discourse Modes; Doctoral Programs; *Graduate Students; Graduate Study; Higher Education; *Organizational Communication; Power Structure; School Administration
IDENTIFIERS- Academic Discourse; Organizational Culture; *Paperwork

Academic institutions document their rhetoric through the written communications that show up in faculty mailboxes. Much of what arrives serves to remind faculty of what needs to be done to participate in the events and decision-making processes of the institution. The mail encountered by graduate students also reflects hierarchical power inherent in universities. For example, the letter of acceptance into the doctoral program states that the student's responsibility is to "contribute in an important way to the level of scholarship" at the university. The application form for travel funding forces scholars to attend conferences, thus carrying out the above rsponsibility on shoestring budgets. The consent form for the Ph.D. advisory committee and the scheduling of the doctoral exam also reflect such a bureaucratic tangle. In short, scholars should critique and, when necessary, resist such academic and institutional rhetoric with, at the very least, a call for dialogue and collective action. (Examples of the three forms are appended.) (HB)

Student Relationship; *Writing (Composition); Writing
Instruction
IDENTIFIERS- Bartholomae (David); *Composition Theory; Expressive
Writing; Murray (Donald M)

Being a teacher of writing carries certain ideological implications, not the least of which is the fact that the teacher must participate in and perpetuate an educational system which works effects in and upon society that are repugnant. Overall, teachers work to maintain a status quo that shrugs its shoulders at many inequalities and injustices of race, gender, class, etc. As a group, writing instructors are highly idealistic people, allowing them to continue to strive even in conditions as they now stand. The goal of writing instruction, "literacy," is itself embedded in ideology, so that no single conception of "literacy" serves all cultural groups. Accordingly, when monolithic conceptions of education remain unquestioned, it is discouraging, if not downright frightening. Theories embracing the notion of "discourse conventions," such as that of David Bartholomae, actually encourage students to submit to existing social and political power relationships, and betray elitist and sexist stances. In contrast to the "discourse conventions" position are stances which acknowledge the "discussion of difference" in constructive ways, such as Donald Murray's emphasis on personal codes and the autobiographical nature of all writing. As Nancy Sommers has contended, the kinds of writing that students are encouraged to produce has been artificially limited, largely through the oppressive nature of contemporary institutions. Thus teachers must value students' purposes, perspectives, and texts if they hope to convince them to value the texts of others. (HB)

Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Critical Reading; Critical Thinking; Discourse Analysis; Higher Education; *International Relations; *Mass Media Role; Media Research; Newspapers; *News Reporting; *Rhetoric; Student Attitudes
IDENTIFIERS- *Gulf War; New York Times; Washington Post

Anecdotal evidence suggests that college students are unaware of the socially constructed nature of news reports. Students may accept uncritically what they view and read. A narrative analysis of front-page coverage from the "New York Times" and the "Washington Post" of the 1990 Persian Gulf situation reveals how the papers constructed and defined the crisis in a meaningful way. Initial coverage was a fairly stereotypical representation of Middle East crises. Reports portrayed Iraqi leader Saddam Hussein as a dictatorial aggressor planning to take over the region, threatening the United States' oil supplies, but unrestrained by other Arab nations. Analysis of the situation was superficial and homogenous. Early on, attention focused on Iraq's supposed intention to invade Saudi Arabia and Jordan's close affiliation with Iraq. The conflict was reported not as a dispute between Iraq and occupied Kuwait, but rather, a crisis for the United States and Saudi Arabia. This theme was introduced and reified by the predominant use of U.S. officials representing the perspective supporting the scenario, and discredited non-U.S. speakers representing the perspective challenging that scenario. Comparisons of the conflict to World War II were underscored by reports in the newspapers equating Saddam Hussein with Adolph Hitler. Such public discourse is useful data for helping students appreciate the power of language to shape and reinforce world views. (Fourteen references and an appendix of headlines are attached.) (SG)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Demonstration Programs; Elementary Education; Higher Education; *Inservice Teacher Education; Program Descriptions; Student Centered Curriculum; Teacher Student Relationship; *Writing Instruction

IDENTIFIERS- Collaborative Writing; Fort Worth Independent School District TX; *Keystone Writing Project TX

Established in 1984, the twofold purpose of the national award-winning Keystone Writing Project of the Fort Worth Independent School District is to (1) create a staff development program to assist teachers in designing strategies for teaching writing; and (2) to set up a district writing program that meets the needs of all students. During the 1991-1992 academic year six graduate English students began working in different elementary classrooms as "writing consultants" bringing collaborative writing theory to elementary teachers through in-class practice. Consultants help teachers find ways to turn the responsibility for learning back to students on the assumption that there is a correlation between loss of control, loss of incentive, and the 50% drop-out rate in the Fort Worth Independent School District. Enthusiasm for the project is tempered by a warning against the reification of collaboration into a set of prescriptions. Successful primary writing instruction ultimately depends on reform in teacher education. (Author/RS)

to identify their preferred debate paradigm in the statement. The practice has raised the question of whether debate critics understand the debate paradigms as they are described in the forensics literature. Where previous attempts have been made to compare debate critics' professed preferences with their actual behavior, results have been inconsistent. In evaluating critics' understanding of debate paradigms, it is necessary first to construct a taxonomy describing the features of each of the several paradigms. Such a taxonomy requires an understanding that: (1) paradigms are metaphors; (2) paradigms construct merging similarities while admitting dissimilarities; (3) debate paradigms are appropriate for substantive issues, but are inappropriate for addressing procedural issues; (4) most paradigms originated in policy debate, but they have been used in non-policy debate; and (5) the shared meaning of a given paradigm may be found in the literature describing it. Brief descriptions of several debate paradigms (stock issues, policy-making, policy implications, value comparison, hypothesis testing, argument critic, and tabula rasa) point to dimensions for taxonomic description. Presumption, stock issues, and critic role show initial promise for a taxonomy for study. Judges' evaluation questions should be structured around the three dimensions. (Thirty-seven references are attached.) (SG)

(150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; *Educational Media; *Educational Technology; Elementary Secondary Education; Foreign Countries; *International Cooperation; Shared Resources and Services; Technological Advancement
IDENTIFIERS- *China

The role of computer technology in China is examined in this paper, with a focus on the current status of school administration, educational technology, educational television, and computer education. A review of current research indicates that computer use in Chinese schools is sparse and haphazard. The recommendation is made that the USA/China Education Consortium investigate the formation of partnerships to facilitate the development of computer technology in Chinese schools. The increased utilization of technology in the Chinese educational system is predicted. (10 references) (LMI)

ED 345 327   EA 023 794

Richardson, M. D.; And Others
Kentucky Elementary School Principals: A Descriptive Analysis.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Kentucky Association of Elementary School Principals (Louisville, KY, November 4-6, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Responsibility; *Administrator Role; Elementary Education; Job Satisfaction; *Principals; *Quality of Working Life; Salaries
IDENTIFIERS- *Kentucky

Findings from a study of Kentucky elementary school principals are presented in this paper, with attention to their demographic characteristics and roles in educational reform. Questionnaires mailed to all 1,122 elementary principles (including both public and private schools) in Kentucky yielded 570 returns, an approximate 51 percent response rate. Data analysis supported the premise that Kentucky elementary school principals are white, middle-aged males with a salary approximately 75 percent greater than that of teachers. The majority have slightly more than 10 years' total experience as a principal, but 60 percent plan to retire within the next 10 years. Most are satisfied with the quality of their inservice training and the current state administrative certification requirements. Fourteen tables present survey data. (LMI) for students: committed teachers; a focus on curriculum, instruction, and student achievement; and openness to research-based information. Constraints included a restructuring discourse centered around the power elite; an agreement on the legitimacy of the power structure; and lack of attention to social power issues and student identity. The recommendation is made to include teacher dialogue in "adhocratic" groups. The research implies ways in which the poststructural perspective facilitates openness to multiple perspectives. (17 references) (LMI)

ED 345 347   EA 023 933

Heleen, Owen; Krasnow, Jean H.
Parent-Teacher Action Research in the League of Schools Reaching Out.
PUB DATE- Apr 92
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Cooperative Planning; Educational Cooperation; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; School Community Relationship; Shared Resources and Services

Outcomes of a parent/teacher action research project, the League of Schools Reaching Out, are described in this paper. The League is a group of nine schools working with the Institute for Responsive Education and the Center on Families, Communities, Schools, and Children's Learning as a resource exchange network. Project goals are to: investigate the effects of family/community involvement strategies on student achievement, model new family/school/community relationships, provide a reflective component, and examine the effect of policy on school change projects. Impressions of the dynamics of parent/teacher action research indicate that the following are crucial to success: active principal participation; the facilitator as a bridge between the action-reflection gap; flexible multifaceted strategies and common data collection methods; and focus on student achievement and individual school effort. Appendices include parent and teacher questionnaires, a school effectiveness and climate survey, and a list of projects and research questions for the action research teams. (5 references) (LMI) over by the state, and the recent reform of the state education system. Conclusions are that: (1) assistance was not centered at the local level and failed to address political corruption issues; (2) court challenges facilitated the major reform of Kentucky's system of educational governance; and (3) the program was redesigned to focus on individual schools and the use of statewide educator expertise. (12 endnotes) (LMI)

ED 345 368 EA 023 959

Fuhrman, Susan H.; Elmore, Richard F.
Takeover and Deregulation: Working Models of New State and Local Regulatory Relationships.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *Governance; Program Evaluation; *State Action; *State Programs; *State School District Relationship
IDENTIFIERS- Kentucky; New Jersey; South Carolina; Washington

The efforts of states to differentiate regulatory treatment among districts and schools are examined in this paper. Data were derived from case studies of four state programs: Kentucky's Educational Deficiency Program of receivership for troubled districts; New Jersey's Plan to Intervene in Deficient School Districts; South Carolina's Flexibility through Deregulation Program; and Washington State's Schools for the 21st Century Program that includes regulatory waivers. Following the introduction, the second section examines the evolution of differential treatment as a state education agency strategy and its potential benefits. Four working models of state differential treatment--two sanction programs and two regulatory waiver programs--are described in the third section. The final section examines how the programs function to address the purposes served by such programs. A conclusion is that differential treatment has little effect on long-term school improvement and may not assist in tailoring state policy to local needs or in providing reasonable oversight. Differential treatment, as a strategy for accommodating local diversity in meeting its goals, must be part of a systemic reform strategy that includes a review of how state agency resources can best be used. (29 references) (LMI)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Ability Identification; Definitions; Elementary Secondary Education; *Eligibility; Ethnic Groups; *Gifted; *Limited English Speaking; Long Range Planning; *Minority Groups; Needs Assessment; Outreach Programs; Poverty; Program Development; Referral; Screening Tests; Socioeconomic Status; State Legislation; *State Standards; Statewide Planning

IDENTIFIERS- *Florida; State Regulation

This planning guide is intended to facilitate flexibility in meeting the needs of under-represented groups in Florida programs for gifted students. An introduction defines these students (racial or ethnic minorities, limited English proficient, or from a low socioeconomic background), lists the required components of a district plan for increasing the participation of under-represented groups, and offers start-up suggestions. Specifics of the plan are then presented, with appropriate state rules cited and guidelines for implementation provided. These guidelines cover the district goal for increasing the percentage of students from under-represented groups in gifted programs; screening and referral procedures; criteria for determining eligibility based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance, and creativity; student evaluation procedures, including the identification of the measurement instruments to be used; instructional program modifications or adaptations for these students within the existing program for gifted students; and an evaluation design. Appendices present the full text of the State Board Rule, guidelines for use of standardized tests, contacts for exemplary programs, review procedures, the limited English proficient rule, screening and referral checklists, and an eligibility matrix. (Two references) (DB)

teams throughout the state and current tracking of 984 children. Ten concerns are identified (e.g., locating children who need services, dealing with confidentiality, and developing a statewide data management system). The most urgent concern is seen to be the continued financing of early intervention services. The legislative resolution authorizing this study is attached. (DB)

ED 345 408 EC 301 168

Native Hawaiian Hearing and Speech Project. Counteracting the Negative Educational Effects of Otitis Media in Native Hawaiian Preschoolers. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 91
NOTE- 81p.; For a related document, see ED 287 245.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Acoustical Environment; Classroom Techniques; Communication Disorders; *Communication Skills; *Early Intervention; Family School Relationship; *Hearing Impairments; *Language Handicaps; Noise (Sound); Partial Hearing; Preschool Education; Prevention; Screening Tests; Skill Development; *Speech Handicaps; Student Improvement; Teaching Methods; Therapy
IDENTIFIERS- *Hawaii; Otitis Media

This study aimed to produce a significant improvement in the educational achievement of Hawaiian preschool children in 2 years, through implementation of a communication program in five preschool classes serving approximately 100 children. The six components of the program were: (1) an enhanced hearing loss and middle-ear disorder and speech disorder screening program; (2) follow up to ensure that screened children received appropriate medical care; (3) reduction of classroom ambient noise levels; (4) amplification of instructional speech to an educationally effective signal-to-noise ratio; (5) special communication-enhancing classroom teaching techniques and equipment for use with children experiencing moderate speech and hearing difficulties; and (6) an individualized home and school communication therapy program for children needing it. Although not all the proposed interventions were successfully implemented, the program results indicated that the experimental group children showed nearly 25 percent more growth on verbal and quantitative achievement test scores than those in the comparison group. The intervention procedures are detailed and the full findings are presented in textual and graphical forms. (10 references) (DB)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *Behavior Disorders; Coping; *Curriculum Development; Drug Abuse; Drug Use; High Risk Students; Intervention; Learning Activities; *Learning Disabilities; *Mild Mental Retardation; Secondary Education; Self Esteem; *Substance Abuse; Teaching Methods; Videotape Recordings
IDENTIFIERS- Project Oz IL

To prevent the high-risk populations of learning disabled/behavior disordered (LD/BD) and educable mentally handicapped (EMH) students from developing substance abuse problems, these students must be educated with materials that are directed specifically at their social and mental levels. Project Oz, a social service agency in McLean County, Illinois, has developed substance abuse education curricula which focus on presenting factual information, teaching coping skills, and enhancing self-esteem for these populations. The curriculum for the EMH population is entitled "Me, Myself, and I!" and focuses on self-esteem through a videotape recording, teachers' manual, and learning activities. The curriculum targeting the LD/BD population is entitled "A Special Message" and provides lecture material, visual aids, learning activities, teachers' guides, and a parent component on drug use, stress management, decision making, peer pressure, self image, and risk taking. This paper includes a research-based rationale for the curriculum, citing incidence of substance abuse and outcomes of interventions. The paper also reports on the outcomes of 5 years of Project Oz's intensive effort to decrease drug use in a small rural school district. (20 references) (JDD)

Walker, Pam
"We Don't Put Up the Roadblocks We Used To.": Beginning Agency Change through the Citizenship Project.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Agency Role; Attitudes; *Change Strategies; Children; *Developmental Disabilities; *Independent Living; Individualized Programs; *Social Integration; *Staff Role
IDENTIFIERS- *Alternate Learning Incorporated MD; Empowerment; Maryland (Anne Arundel County)

Alternate Living, Incorporated (ALI) is a nonprofit agency supporting people with developmental disabilities in Anne Arundel County, Maryland, which includes Annapolis and some of the development south of Baltimore. In 1987, in partnership with the Human Services Institute (a private training and consulting organization in Maryland) and with a 3-year grant from the state developmental disabilities council, ALI launched its "Citizenship Project." The Citizenship Project's objectives were to empower people to be participating members of the community, to change ALI's role and relationship with those who need its services, and to develop the capacity of the community to accept people with disabilities as contributing members of the community. Three major areas of change for the agency included new staff positions, changing staff roles, and changing staff attitudes. Lessons learned and challenges for the future involve personal futures planning, agency change, assisting people with life changes, work opportunities, relationships, and options for children. This paper, based on a 3-day visit to the agency in April 1990, describes the Citizenship Project and provides illustrations, through anecdotal case reports, about how people's lives have changed. (JDD)

ED 345 450 EC 301 211

O'Brien, John; Mount, Beth
Telling New Stories: The Search for Capacity among People with Severe Handicaps.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Inst. on Community Integration.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Syracuse Univ., NY. Center on Human Policy.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decision Making; Delivery Systems; Developmental Disabilities; *Family Involvement; *Human Services; *Individual Development; Meetings; *Needs Assessment; *Rehabilitation; Reports; Self Actualization; *Severe Disabilities
IDENTIFIERS- Empowerment

This paper presents two versions of a "story" about a man with severe mental retardation, one from an interdisciplinary team meeting reviewing progress and service needs, and the other prepared by a group of people who know and care about the man and his family and who sought a better response to his situation. The stories differ in the way they were constructed, in their purpose, in their consequences, and in the assumptions they shape about human development and human service organization. The first version assumes that professional people who share very little of the man's daily life can speak the most important words about him, that the man remains the same person in every situation, that the man will be helped if his deficiencies are exhaustively cataloged, that human services exist to change the man, and that reliable and effective service results from hierarchical structures controlled by rational argument among experts who find preexisting answers by standard examination. The second version was used as the basis for discussion in a personal futures planning meeting in which several people took personal responsibility for action steps. It assumes that the man himself and those who share and shape his daily life should be the primary speakers; that his life can only be understood in context; that capacities, interests, and preferences make the foundation of effective help; that human services exist to assist the man by supporting him, his family, and his friends to develop and pursue community opportunities; and that reliable and effective service results from collaboration across organizational boundaries influenced by shared visions and shaped by negotiation of multiple differences. The paper concludes that individuals in the developmental disabilities field must learn to listen to, to tell, and to act on stories whose theme is action to discover capacity. (14 references) (JDD)

ED 345 451 EC 301 212

O'Brien, John
Designing Policies in Support of Inclusive Community: Questions for Decision Makers.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Inst. on Community Integration.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Syracuse Univ., NY. Center on Human Policy.

ED 345 468   EC 301 230

The Financing of Mental Health Services for Children and Adolescents. National Institute of Mental Health and the Maternal and Child Health Bureau Workshop (Bethesda, Maryland, February 24-25, 1988).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 92
NOTE- 153p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Autism; Children; *Delivery Systems; *Emotional Disturbances; *Financial Support; Health Care Costs; *Health Insurance; Hospitalized Children; *Mental Health; *Mental Health Programs; Parent Financial Contribution; Prevention; Psychiatric Services; Social History
IDENTIFIERS- Health Maintenance Organizations; Medicaid; Service Utilization

This collection consists of the technical papers presented at a federally sponsored workshop on financing of mental health services for children and adolescents. Individually, the papers reflect the fragmentation of the field--both the fragmented service delivery system and fragmented research on services and financing. Together, the papers form a critique of the present system and provide the outlines of how to remedy the problems that characterize the present system of care and how to create a coordinated system of care. Papers have the following titles and authors: "Comprehensive Health Care for Children and Adolescents: Implications for Financing Mental Health Services" (Julius B. Richmond); "Suffer the Children: The History of Financing Child Mental Health Services" (Mary Jane England); "Financing Children's Mental Health Services: Analytical Perspectives from Medicare Data for Psychiatric Hospitalization" (Marc P. Freiman); "Mental Health Care for Children and Adolescents in Health Maintenance Organizations" (Maureen Shadle and Jon B. Christianson); "Financing Child and Adolescent Inpatient Mental Health Services through Private Insurance" (Constance Horgan and Thomas McGuire); "An Analysis of Medicaid Coverage Policies Affecting Access to Children's Mental Health Services" (Harriet B. Fox); "National Special Education Programs as a Vehicle for Financing Mental Health Services for Children and Youth" (John A. Butler); "Diagnosis-Related Groups and Child Psychiatry: Determinants of Inpatient Resource Use Based on CHAMPUS Data" (Agnes Rupp); "Economic Aspects of Investments in Preventing Mental Disorders in Children and Adolescents" (Richard G. Frank); "The Impact of Mental Health Treatment on Use of Services by Children" (Barbara Starfield and Kelly Kelleher); "Health Care for Children with Autism: Utilization, Financing and Expenditures" (Arnold Birenbaum and Dorothy Guyot); "Family Economic Contribution to the Care of Children/Adolescents with Mental Health Problems" (Deborah D. Franks); "Assessing National Data Bases Related to Financing Mental Health Services for Children and Adolescents" (Margaret McManus); and "Workshop Summary: Financing Mental Health Care for Children and Adolescents: A Gestaltist View of Fragmented Research and Services" (Leonard Saxe and Theodore Cross). (JDD)

ED 345 469   EC 301 231

ED 345 488 FL 019 505

Bowie, David G.; Schallert, Diane L.
Processes Involved in Composing a Narration in a First and a Second Language.
PUB DATE- 88
NOTE- 21p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Adults; *Bilingualism; English (Second Language); Higher Education; *Language Processing; Language Research; *Narration; *Oral Interpretation; Portuguese; Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages

In a study of the processes used to compose a story, 12 Portuguese/English bilingual adults created narrations for 2 published, wordless picture stories and, while viewing a videotape of their narration, recalled aloud the processes they used in constructing the stories. One study was narrated in Portuguese and the other in English. The narrations and thinking-aloud were transcribed and analyzed for comments in four areas, including: reference to or use of prior knowledge; information processing constraints; audience awareness and textual space; and linguistic constraints. Results for the fourth category are presented here. It is concluded that the narratives composed by the participants contained examples of a lexicalization problem. Repeated successful and unsuccessful lexical searches, avoidance of certain words and structures, intrusions of one language into another, efforts to use descriptive variety and poetic structures, and even serendipitous discoveries appeared in the narrative and think-aloud tasks, strongly substantiating the claim that linguistic constraints influence the composing of oral narratives. Collection of both first- and second-language composition information was found especially useful. A 50-item bibliography is included. (MSE)

ED 345 489 FL 019 506

Kilroe, Patricia
Making Grammar Explicit in the Classroom: An Illustration Using the Spanish Subjunctive.
PUB DATE- 88
NOTE- 12p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Grammar; Language Research; Native Language Instruction; Second Language Instruction; *Second Languages; *Spanish; *Transfer of Training; *Verbs

It is proposed that explicit explanations of grammar concepts in the first language can be useful in teaching the related structures in a second language. The example used is that of the subjunctive mood, taught first in English and then in Spanish. Specific procedures for presenting the concept in English are outlined, including a set of sentences using the morphological subjunctive, syntactic subjunctive, and a few formulaic expressions. Then the Spanish subjunctive is introduced, using positive, partial, and negative transfer of

ED 345 509 FL 020 024

Ross, Steven
Intensive Summer Institute: Program Evaluation. 1991. NFLRC Research Notes.
PUB DATE- Jan 92
NOTE- 184p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chinese; Higher Education; Indonesian; *Inservice Teacher Education; *Institutes (Training Programs); Japanese; *Language Teachers; Master Teachers; *Peer Teaching; Program Descriptions; Program Evaluation; Secondary Education; Second Language Instruction; Second Language Learning; Spanish; *Student Attitudes; Summer Programs; *Teacher Attitudes; Uncommonly Taught Languages
IDENTIFIERS- *University of Hawaii

This report evaluates a 6-week intensive summer program for language teachers at the University of Hawaii. Thirty-two high school or college teachers and teacher trainees of Chinese, Indonesian, Japanese, and Spanish participated. Participants were led by master teachers who provided exemplary teaching, organized language-specific activities, scheduled teaching practice sessions, directed materials preparation, and led group critique sessions. Independent trained classroom observers provided objective information on program implementation. Each participant was required to maintain a journal on perceptions of the classroom process. The report includes an overview of the program and evaluation process; separate sections describing focused events and student responses to them; conclusions; and a brief list of references. Appended materials include transcripts of classroom observations for each language. Concluding remarks note the strengths of the program and areas for improvement. Strengths include the week devoted to orientation and the participants' experiences in giving authentic lessons to peers. Weaknesses and areas identified for consideration in future program planning include increased emphasis on communicative methodology in the orientation, use of "real" students or avoidance of pair teaching, better-structured critiquing sessions, and fine-tuning of pedagogy for teachers of uncommonly-taught languages. (MSE)

ED 345 510 FL 020 151

Matice, Melinda Sue
The Challenges of Teaching Advanced Students.
PUB DATE- Jan 92
NOTE- 45p.; M.A.T. Thesis, School for International Training, Brattleboro, VT.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Advanced Students; Class Activities; Classroom Techniques; *English (Second Language); *Grammar; *Literature Appreciation; Metacognition; Second Language Instruction; Skill Development; *Student Characteristics; Student Projects; Teacher Role

Advanced students of English as a Second Language bring attitudinal differences and particular linguistic challenges to the classroom. They can generally communicate well in English,

ED 345 530 FL 020 226

Ritchie, Dana Conner
The Effects of Socialization on Cognitive Style and Second Language Learning among Southeast Asian Refugees.
PUB DATE- 88
NOTE- 18p.; For the complete volume, see FL 020 221.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Child Rearing; *Cognitive Style; Comparative Analysis; Educational Background; *English (Second Language); Field Dependence Independence; Language Research; Linguistic Theory; Parent Role; Refugees; Second Language Learning; *Socialization; *Sociocultural Patterns; *Vietnamese People
IDENTIFIERS- *Kampucheans; *Southeast Asians

A study investigated the relationship of the upbringing of Indochinese children and cognitive style, especially in relation to the learning of English as a Second Language. Subjects were 108 Kampuchean and 73 Vietnamese refugee children at a Philippine refugee processing center. The children were interviewed concerning their previous school attendance, number of participating parents, strictness of upbringing, stricter parent, parent who punishes more, and nature of punishment used. Significant differences between the two groups were found, suggesting that each group would have different cognitive styles, Kampucheans with a more field dependent cognitive style and Vietnamese a more field independent style. Test scores indicating the progress of each group in learning English were analyzed. It was predicted that the children with a more field independent cognitive style, which most closely approximates the style of their American teachers, would show significantly better language learning than those with a more field dependent cognitive style. As predicted, the Vietnamese scored significantly higher than the Kampucheans. Implications for classroom language teaching practice are discussed, including the need for teacher awareness of student differences and of their own cognitive styles, better matching of teacher and student styles, and greater familiarity with teaching techniques appropriate to different styles. (MSE)

ED 345 531 FL 020 227

VanPatten, Bill; Lee, James F.
Exploring the Relationship between Second Language Acquisition and Foreign Language Learning.
PUB DATE- 88
NOTE- 8p.; For the complete volume, see FL 020 221.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *Language Acquisition; *Language Research; *Learning Processes; *Linguistic Theory; *Second Language Learning

Research on second language acquisition (SLA) and research on foreign language learning (FLL), often regarded as different and separate fields of inquiry, are compared in a brief review of literature. Perceptions about the scopes and characteristics of the research are examined. Concerns about the relationship between SLA research and theory and other fields of language

ED 345 549 FL 020 337

Bustamante, Isabel
The Role of Reading in Teaching Business Writing.
PUB DATE- Apr 91
NOTE- 10p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Higher Education; Intensive Language Courses; *Reading Skills; *Reading Writing Relationship; Second Language Instruction; *Second Languages; *Spanish; Transfer of Training; *Writing Instruction; Writing Skills
IDENTIFIERS- *University of Toledo OH

A study investigated the importance of reading in developing writing competence in an intensive Business Spanish course at the University of Toledo (Ohio). In class projects, two groups of students wrote business reports in which they advised a company on whether or not to market a product in a Spanish-speaking country. The projects each included five short papers covering the background of the company; the product to be marketed; and the socio-political, economic, and cultural environment of the country. In addition, the project contained student recommendations for marketing and an advertisement to introduce the product. Students reported regularly on their research. Oral and written feedback was provided primarily on content and methods. One group received authentic materials to read, discuss, and review at length, and also were exposed to literary materials in Spanish. Students in the group not emphasizing reading (non-reading) had more frustration than the other (reading) group in writing assignments, while the reading group students reached much higher writing proficiency levels and were enthusiastic about their projects. Both groups found writing exercises and cultural information helpful. Overall, results suggest that reading has a positive impact on writing skill development. Further research is recommended. (MSE)

ED 345 550 FL 020 339

Julkunen, Kyosti
General and Situation-Specific Motivation in FL Learning.
PUB DATE- Apr 92
NOTE- 18p.; Revised version of a paper presented at the Regional Language Centre Seminar on Language Acquisition and the Second/Foreign Language Classroom (Singapore, April 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; *English (Second Language); Foreign Countries; Grade 6; Grade 8; *Learning Motivation; *Personality Traits; Questionnaires; Second Language Learning; *Second Languages; Student Attitudes; Student Characteristics; Student Educational Objectives; *Student Motivation; Vocabulary Development
IDENTIFIERS- *Finland

ED 345 569 FL 020 396

Vela, Arnoldo
Teaching Spanish to Latin American Area Specialists at the Air Force Academy: A Focus on Language and Culture.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Eastern Michigan University Conference on Languages for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Second Language Programs; *Communicative Competence (Languages); Course Descriptions; Course Objectives; *Cultural Awareness; Higher Education; *Language Proficiency; Languages for Special Purposes; Military Schools; *Military Training; *Second Language Instruction; Sociolinguistics; *Spanish
IDENTIFIERS- *Air Force Academy CO; Latin America

The language program at the United State Air Force Academy is described with emphasis on its upper track courses that are designed to prepare area specialists to interact with their foreign counterparts. Air Force officers assigned to Latin America, for example, may serve as experts in political-military affairs, foreign military sales, or as staff officers handling Latin American issues at U.S. Southern Command Headquarters or at the Pentagon. This paper describes the Spanish component of the Latin American Area Specialist Program, which is designed primarily for students majoring in history, political science, or geography with a specialization in Latin America. It is available to students with other majors whose primary interest is to improve their language skills while studying the target culture. The language component of the program consists of two tracks of four courses beyond the basic or intermediate level of Spanish. The upper division track, which is emphasized in this paper, is designed around a concept of culture developed by anthropologist Leslie White and involves four major components of culture: ideology, institutions, attitudes, and technology. The upper level language curriculum consists of four courses covering Latin American culture, culture and civilization, Spanish literature, and research and stylistics. Contains 9 references. (LB)

ED 345 570 FL 020 400

Yawkey, Thomas D.
Academic Excellence Project P.I.A.G.E.T., Cycle I. 1987-1990 Three Year Report of Title VII.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 92
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Early Childhood Education; *Excellence in Education; Federal Programs; Home Programs; *Limited English Speaking; *Parent Participation; Program Descriptions; Young Children
IDENTIFIERS- *Project PIAGET (Bilingual Education)

Project PIAGET (Promoting Intellectual Adaptation Given Experiential Transforming) is a federally-funded bilingual

ED 345 588 FL 800 479

Three Years of Amnesty Education in California. IRCA Pre-Enrollment Appraisal Results for New Californians. Report Highlights.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Amnesty Education Office.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; *Adult Education; Agricultural Laborers; Civics; *English (Second Language); *Enrollment Rate; *Immigrants; Institutional Characteristics; *Literacy Education; Scores; Screening Tests; State Surveys; Student Characteristics
IDENTIFIERS- *California; *Immigration Reform and Control Act 1986

Data on the status of education for immigrant amnesty applicants in California under the Immigration Reform and Control Act of 1986 (IRCA) are summarized. The amnesty applicants fall into two categories: immigrants who can prove continuous U.S. residency before 1982, and "special agricultural workers" who qualify if they worked in agricultural jobs for at least 90 days between May 1985 and May 1986. The information reported includes: background on the federal law's education requirements, California IRCA education program funding, and state program goals; projected and annual enrollment by year (1987-88, 1988-89, 1989-90, and 1990-91) and by applicant category; education service provider types (adult schools, community-based organizations, and community colleges) and percentages; the functions of the state data management and reporting system; a demographic profile of students, including age, gender, distribution by geographic area, and employment patterns; student educational background and literacy; IRCA pre-enrollment appraisal procedures and results for listening and reading skills; program participation patterns; and pre- and post-program achievement test results for a subsample of participants. Data are displayed in graphs and charts, and highlights are presented in narrative form. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 345 589 FL 800 480

Leavitt, Robert M.
Escuchando no mas (Just by Listening): A Report on Sabbatical Year Activities in Bolivia (January 24 to April 1, 1991).
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aymara; *Bilingual Education; Elementary Secondary Education; Feminism; Foreign Countries; Independent Study; *Indigenous Populations; *Literacy Education; Phonology; *Relevance (Education); Rural Areas; Sabbatical Leaves; Uncommonly Taught Languages; *Womens Education
IDENTIFIERS- Andean Oral History Workshop; *Bolivia; Uchumataqa

A college faculty member reports on a sabbatical project in Bolivia, in which he shared ideas about bilingual and bicultural education in indigenous communities and helped with

ED 345 609 HE 025 502

Flores, Judith LeBlanc

Persisting Hispanic American College Students: Characteristics That Lead to Baccalaureate Degree Completion.

PUB DATE- 24 Apr 92

NOTE- 36p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Figures and tables contain small type and will be marginally legible.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; Bachelors Degrees; Behavior Development; Biculturalism; College Students; Dropout Research; Dropouts; Higher Education; *Hispanic Americans; School Holding Power; Self Efficacy; Social Differences; Social Integration; Social Life; Student Adjustment; *Student Attitudes; Student College Relationship; Student Participation

IDENTIFIERS- Hispanic American Students; Oklahoma State University; University of Oklahoma

A study was done to determine whether there were notable differences in the characteristics of Hispanic American students who completed the baccalaureate degree at the University of Oklahoma and Oklahoma State University as compared to Hispanic American students who enrolled but did not complete the baccalaureate degree. The study examined demographic factors: academic, financial, personal, and familial circumstances; social and performance factors: social and academic integration, high school achievement record, ACT scores, and overall college grade piont average; and bicultural orientation. The study population consisted of 95 Hispanic American male and female students (49 persisters and 46 non-persisters) who completed a mail survey questionnaire. Study results indicated that the Hispanic American persisters' success resulted from prior attributes, brought with them to college, as well as from their almost equal involvement in the academic and social systems, both formal and informal, as they pursued the Bachelor's degree. Thus, students who were competent members of the social and the academic communities tended to persist. Hispanic American non-persisters were less likely to be involved in the informal social and academic domains. Included are 11 tables, 1 figure, and 50 references. (JB)

ED 345 610 HE 025 504

Ontario Universities Benefits Survey, 1991-92. Part I: Benefits Excluding Pensions and Part II: Pensions.

SPONS. AGENCY- Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.

PUB DATE- Apr 92

NOTE- 316p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Employer Supported Day Care; Foreign Countries;

ED 345 628 HE 025 523

Hyllegard, David; Lavin, David E.
Higher Education and Desirable Work: Open Admissions and Ethnic and Gender Differences in Job Quality.
PUB DATE- Apr 92
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Affirmative Action; Blacks; *College Admission; Comparative Analysis; *Educational Benefits; *Education Work Relationship; Employment; Followup Studies; Higher Education; Hispanic Americans; Job Placement; Labor Market; *Minority Groups; *Open Enrollment; Outcomes of Education; *Sex Differences; Whites
IDENTIFIERS- City University of New York

This paper examines the influence of higher educational credentials on the two work qualities of job authority and work complexity, and asks whether education provides white and minority men and women comparable access to jobs involving such work. Findings are based on a follow-up study of 3,525 Blacks, Hispanics, and Whites who attended the City University of New York after initiation of an open-admissions policy in 1970 and were employed full-time in 1984. Among the findings are that open admissions increased access to jobs involving complex work and authority among individuals who would not have gone to college in the absence of the policy. However, the burden of past educational and economic disadvantages with which minorities entered college diminished educational attainments, thereby hurting chances to compete for good jobs. In addition, labor market conditions favoring Whites over minorities with similar education and work experience imposed a further constraint on access to desirable work. Yet, especially for the large number of Blacks and Hispanics who earned bachelor's and postgraduate degrees, the quality of work life is well ahead of where it would have been without the opportunity created by the policy. A gender-linked pattern of college majors and subsequent occupational attainments that limited women's chances for the best rewarded positions was also found. Results indicate that open admissions add to opportunity in the labor market, but effects are limited by wider institutional conditions. Contains 75 references. (GLR)

ED 345 629 HE 025 524

Carroll, James B.; Gmelch, Walter H.
A Factor-Analytic Investigation of Role Types and Profiles of Higher Education Department Chairs.
PUB DATE- 20 Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For a related document, see HE 025 525.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; *Administrator Effectiveness; Administrator Evaluation; *Administrator Role; Colleges; *Department Heads;

ED 345 648 HE 025 543

McCormick, Cynthia
The Evening Student Survey: A Teaching Tool and a Tool for Change.
PUB DATE- 26 Mar 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; Evening Programs; *Evening Students; Graduate Students; Higher Education; Psychological Studies; Scheduling; Sex Differences; *Student Research; Undergraduate Students
IDENTIFIERS- *Armstrong State College GA

A study was done of higher education evening students in order to both generate information about this increasingly important student constituency and to provide students with a hands on demonstration of research methods. Forty-one undergraduate students in an introductory psychology class designed, distributed and analyzed a survey questionnaire to a study population of 1,499 undergraduate and graduate evening students enrolled at Armstrong State College (Georgia). Of those surveyed, 444 responded. Results of the survey indicated that (1) the average age of evening students was 28; (2) females outnumbered males; (3) not enough classes were scheduled in the evening; and (4) most did not have much time for intramural activities. The students who conducted the study garnered an appreciation for research methods and saw the results of their efforts. Students participated in communicating the results of the study to school administrators and to a local newspaper. As a consequence of the research findings a budget proposal was made to create the position of night administrator and a revised evening program brochure was printed indicating expanded hours for some services. In addition, some departments successfully expanded evening and late afternoon class offerings. Included are eight figures/tables; the survey form is included.

ED 345 649 HE 025 544

Manning, Wayne
Evaluation of the Freshman Class To Determine Predictors for Academic Success at Panhandle State University. Emergence of Higher Education in America Seminar.
PUB DATE- Apr 92
NOTE- 52p.; ED.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Grade Point Average; Higher Education; Predictive Measurement; *Predictive Validity; State Universities
IDENTIFIERS- ACT Proficiency Examination Program; Panhandle State University OK

A study was done at Panhandle State University (Oklahoma) examining whether high school grade point averages or ACT (American College Testing) scores provided a better predictor of freshman academic success. Study procedures included a review of the literature, meetings with the academic vice president and five deans, as well as examination of dropout information on the university's 1989-90 year and analysis of information on 170 freshman. Conclusions from the analysis

ED 345 669   HE 025 570

Wangerin, Paul T.
Law School Academic Support Programs.
PUB DATE- Apr 89
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Academic Advising; Academic Failure; Educational Counseling; Faculty Advisers; Higher Education; *High Risk Students; *Law Students; Learning Activities; *Learning Strategies; *Legal Education (Professions); Memory; Metacognition; Mnemonics; Skill Development; Study Skills; Thinking Skills; Writing Strategies
IDENTIFIERS- *Academic Support Services

This article attempts to bridge a perceived gap between legal education and education theory as well as the gap between academic counseling and independent learning by examining law school academic support programs. The article argues that a multidisciplinary analysis provides a helpful basis for evaluating academic support programs that address the problems of high risk and probationary college and law students. Part I introduces the problem by juxtaposing the ways in which law schools currently deal with high risk and probationary students with the ways in which many colleges and universities began dealing with such students regarding academic counseling programs at the undergraduate level and suggests that this research has direct applicability in the law school setting. Part III attempts to integrate academic counseling theory and independent learning theory. This section argues that academically troubled students frequently develop significant dependency relationships with their counselors. The dependency relationships help explain both the short term success of many academic counseling programs and the almost complete long term failure. Part IV suggests that several techniques of law school classroom teaching can help high risk and probationary students learn both substantive material and independent learning skills (JB)

ED 345 670   HE 025 582

Hale, Charles D.; Travis, Marvin T.
Academic Program Level Effects Assessment: A Model.
PUB DATE- 18 Mar 92
NOTE- 22p.; Paper presented at the National Conference on Successful College Teaching and Administration (Orlando, FL, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Admission (School); Alumni; *College Outcomes Assessment; Demonstration Programs; Departments; Educational Assessment; Higher Education; Program Descriptions

In response to increasing demands for evidence of institutional effectiveness in higher education, and given the diversity within the Academy, a decentralized model of institutional academic effects assessment, the Academic Program Level Effects Assessment Model (APLEAM), may be useful. APLEAM consists of three interdependent components: instructional, matriculation and post-graduation effects assessment. The instructional effects assessment component is carried out using criterion

ED 345 689 IR 015 495

Annual Program: Library Services and Construction Act 1991-1992.

PUB DATE- 91

NOTE- 81p.; For the 1990-1991 report, see ED 331 509.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Library Administration; Library Cooperation; Library Development; Library Expenditures; *Library Networks; Library Planning; *Library Services; *Library Standards; Long Range Planning; Program Descriptions; *Program Development; *Public Libraries; Records (Forms); State Aid; State Libraries; State Programs; Statewide Planning

IDENTIFIERS- *Library Services and Construction Act; *South Carolina State Library

The 1991-1992 Library Services and Construction Act (LSCA) program is presented in this report for the South Carolina State Library. The document includes fiscal information and project descriptions for the following LSCA Title I projects: (1) General Administration; (2) Library Interpretation; (3) General Operations; (4) Strengthening the State Library Agency; (5) Field Services; (6) Career Education; (7) Service to the Disadvantaged; (8) Library Development; (9) Service to Children; (10) Public Library Automation and Technology; (11) Literacy; (12) Service to Adults; (13) (Services to the) Blind and Physically Handicapped; and (14) Institutional Library Services. The LSCA Title III Interlibrary Network project is also described. The information provided includes the fiscal breakdown for each LSCA project on federal, state, and local levels; staff and staff responsibilities; the operating budget for all projects (1991 funds); and detailed descriptions for all projects. The descriptions include individual project objectives, needs assessments, service groups, activities to be implemented to meet objectives, information about when and where the project will be administered, the libraries involved, estimated costs and sources of funding, method of administering the project, and method of evaluation to be used. (MAB)

ED 345 690 IR 015 496

Moline, Judi, Ed.; And Others

Proceedings of the Hypertext Standardization Workshop (Gaithersburg, Maryland, January 16-18, 1990).

PUB DATE- Mar 90

NOTE- 262p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Computer Software; Databases; Higher Education; *Hypermedia; Information Management; Information Systems; Models; *Standards

IDENTIFIERS- National Institute of Standards and Technology

This report constitutes the proceedings of a three day workshop on Hypertext Standardization held at the National Institute of Standards and Technology (NIST) on January 16-18, 1990. Efforts towards standardization of hypertext have already been initiated in various interested organizations. The major purpose of the workshop was to provide a forum for presentation and discussion of existing and proposed approaches to standardization, and to consider hypertext system definitions, to identify viable approaches for pursuing standards, to seek

ED 345 708 IR 015 532

Demiray, Ugur
Undergraduates of the Open Education Faculty.
PUB DATE- 90
NOTE- 138p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bachelors Degrees; Comparative Analysis; Developing Nations; *Distance Education; Foreign Countries; *Graduates; Higher Education; *Open Universities; Questionnaires; *Student Characteristics; Telecommunications; Undergraduate Students
IDENTIFIERS- Student Surveys; *Turkey

This study investigated the characteristics of undergraduate students in Anadolu University's Open Education Faculty (OEF) courses in economics and business administration who successfully completed their bachelor's degrees in exactly 4 school years. Data on the personal and social characteristics of students who completed the bachelor's degree were compiled through responses to questionnaires and compared with data on OEF undergraduate students. Data collected included personal information such as age, sex, marital status, and place of residence, as well as home atmosphere, time allotted for study, level of parents' education, parents' occupation, family economic situation, and types of interaction with parents. Results indicate that more males complete degrees than females, that married students with children have a higher graduation rate than widowers or divorced students or married students without children, and that the graduation rate for students living in cities is higher than for students living in rural areas. The graduation rate is also inversely correlated with parents' educational background and occupation; the lower the level of parents' education and the infrequency of employment results in a higher graduation rate. Lower family income also results in a higher graduation rate. The questionnaire, raw data scores, and statistical tables are appended. Also appended are background information on Anadolu University and its Open Education Faculty, and an extract from a related study. (15 references) (DB)

ED 345 709 IR 015 534

Tekin, Cengiz; And Others
Video Education Centers (VEC): A Model Proposal To Improve the Video Education Project--AU/OEF.
PUB DATE- 90
NOTE- 93p.; For a related literature review, see IR 015 529.
LANGUAGE- English; Turkish
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; *Distance Education; Educational Radio; Educational Resources; Educational Television; Foreign Countries; Higher Education; Individualized Instruction; Mass Media; *Open Universities; Postsecondary Education; *Study Centers; Video Equipment; Videotape Cassettes; *Videotape Recordings
IDENTIFIERS- *Turkey

This proposal begins with a discussion of technologies used by distance education programs to deliver instruction, including the use of video by the Open Education Faculty (OEF) at Anadolu

ED 345 726 IR 054 013

Whitehead, Don J., Ed.
The Institute Bibliography. Published and Unpublished Work by Members of the Institute of Educational Technology. 1992 Supplement.
PUB DATE- 92
NOTE- 42p.; For a related work, see IR 054 012.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Instruction; *Computer Assisted Instruction; *Distance Education; Educational Media; *Educational Research; *Educational Technology; Foreign Countries; Information Technology; Instructional Design; *Telecommunications
IDENTIFIERS- *Institute of Educational Technology (England)

Designed to update "The Institute Bibliography 1990" and its 1991 supplement, this bibliography includes all items submitted by members of the Institute of Educational Technology (IET) that are relevant to the area of educational technology. Although this is an update to the 1990 edition, it contains some new entries from 1989 onwards. It is divided into the following sections: (1) published work; (2) internal papers, memoranda, and reports; (3) lectures delivered outside the university; and (4) reports to external bodies. Within each of these sections annotated entries are listed alphabetically by author (co-authored papers are listed under the first author), and an institute bibliography (ib) number has been assigned to each entry. Three indexes to the bibliography are also provided. The first is an index by the unique ib number which identifies each item; the second is the author index, with all authors (including co-authors) listed alphabetically; and the third is the subject index. A description of IET's Open and Distance Learning Program for 1992 concludes the publication. (MAB)

ED 345 727 IR 054 014

Wu, Connie
Library Research Handbook for Faculty and Graduate Students at the College of Engineering. A Selective Guide to Engineering Reference Materials at the Library of Science & Medicine.
PUB DATE- Dec 89
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- College Faculty; *College Libraries; *Engineering; Government Publications; Graduate Students; Higher Education; Indexes; Information Seeking; Library Guides; Library Materials; *Reference Materials; Statistics
IDENTIFIERS- Pathfinders; *Rutgers the State University NJ

This handbook identifies the major reference sources for various engineering fields at the Library of Science and Medicine (LSM) at Rutgers University. The resources are divided into 15 categories and provide full call numbers and locations for every title. These categories include: (1) Card Catalog and Online Catalog; (2) Guide to the Literature and Information Sources; (3) Encyclopedias; (4) Dictionaries and Thesauri; (5)

ED 345 746 IR 054 053

Rothlisberg, Allen P.
Answering a Special Need by Providing Academic Training for Church Libraries in Rurally Isolated Northeastern Arizona.
PUB DATE- 9 Apr 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Churches; Course Descriptions; Library Collection Development; *Library Education; Library Facilities; Library Planning; Library Schools; Library Science; *Library Services; Library Technical Processes; Reference Services; Rural Areas; Two Year Colleges
IDENTIFIERS- *Church Libraries; Northland Pioneer College AZ

This report describes a course in Church Librarianship (LIB 220) that is offered by Northland Pioneer College's (NPC) Department of Library/Media Technology Program. The college has been able to promote unity in an area which is culturally and religiously diverse by offering a 3-credit course that provides an introduction to church librarianship. The course addresses the following topics: interlibrary cooperation and networking; purchasing denominational materials with limited funding; publicizing the church library; budgeting; space planning; processing and cataloging materials; volunteer staffing; providing reference services; and personnel training. Students are required to choose one of these areas to develop into a term project, and they are encouraged to contact the denomination of which they are a member to determine the status of church libraries in their local church. In addition, the students go on a field trip to existing church libraries. It is noted that since NPC is the only community college teaching this course for academic credit in Arizona, it is often used as a role model for other institutions interested in offering a similar course. (MAB)

ED 345 747 IR 054 055

Dealing with Selection and Censorship. A Brief Handbook for Wisconsin Schools. Bulletin No. 92152.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Censorship; Elementary Secondary Education; *Instructional Materials; *Intellectual Freedom; Learning Resources Centers; *Library Collection Development; *Library Material Selection; *Policy
IDENTIFIERS- *Wisconsin

This document focuses on intellectual freedom as it relates to school library media centers and instructional materials. Its purpose is to help school districts develop and adopt necessary policies that will build a solid foundation for intellectual freedom as part of the school climate, devise procedures that should be followed when an expression of concern or a complaint occurs, and provide sources of assistance. Introductory materials include a glossary of intellectual freedom terms

ED 345 764 JC 920 240

Report to the President on Student Learning Competencies: Lehigh County Community College.
PUB DATE- 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Outcomes Assessment; Committees; Community Colleges; Followup Studies; *Minimum Competencies; *Minimum Competency Testing; *Self Evaluation (Groups); *Student Evaluation; Two Year Colleges
IDENTIFIERS- Lehigh County Community College

An overview is provided of the activities of the President's Study Group on Student Learning Outcomes, established in 1990 at Lehigh County Community College to identify associate degree and certificate competencies and to develop strategies for their implementation and assessment. Introductory materials list the Study Group's members and review its history and responsibilities. Next, a rationale, related classes and activities, measurement tools, and a "feedback loop" of followup surveys and audits are recommended for each of the following competencies: (1) competence in a program of study; (2) ability to think critically and creatively in new situations; (3) ability to communicate effectively with expressive and receptive skills; (4) ability to work with others; (5) ability to recognize relationships between academic disciplines; (6) ability to apply quantitative reasoning; (7) ability to use computers and related technology; (8) ability to conduct research using appropriate information systems; (9) ability to observe, analyze, and appreciate the human experience through the humanities and social sciences; (10) awareness of a person's role in the natural world and ability to react to and shape the environment; (11) ability to make ethical decisions in career and personal relationships; (12) the opportunity to gain confidence in one's academic potential and enhance one's self-image; and (13) ability to assess one's own skill levels, academic potential, and personal and professional strengths and limitations. The report concludes with six broad recommendations concerning competency implementation and assessment. Appendixes provide an array of Study Group materials, such as meeting minutes and a critical test review of the Collegiate Assessment of Academic Proficiency. (JMC)

ED 345 765 JC 920 241

Promoting Student Success in the Community College: An NCIA Position Statement.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Curriculum; College Environment; College Faculty; *Community Colleges; Educational Improvement; *Educational Strategies; Position Papers; *Success; Two Year Colleges; *Two Year College Students

Successful students are successful learners who identify, make a commitment to, and attain their education goals. They acquire

ED 345 781 JC 920 261

Isonio, Steven
Implementation and Initial Validation of the APS English Test and The APS English-Writing Test at Golden West College: Evidence for Predictive Validity.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *College English; Community Colleges; Correlation; Grades (Scholastic); Predictive Measurement; Predictive Validity; Predictor Variables; *Reading Tests; *Student Evaluation; *Student Placement; Tables (Data); Test Results; Test Use; *Test Validity; Two Year Colleges; Writing (Composition); *Writing Tests
IDENTIFIERS- Assessment and Placement Services for Comm Coll

In May 1991, Golden West College (California) conducted a validation study of the English portion of the Assessment and Placement Services for Community Colleges (APS), followed by a predictive validity study in July 1991. The initial study was designed to aid in the implementation of the new test at GWC by comparing data on APS use at other community colleges and by testing placement rules. The follow-up study examined the relationship between the APS and eventual course success as measured by students' grades. The initial sample for both studies consisted of 381 students from 23 classes offered in spring 1991 who had taken the reading and writing portions of the APS. Three standard criterion groups were identified, consisting of native English speakers placed in English 009, 010, or 100. Selected findings included the following: (1) the APS appeared able to differentiate among course levels and was significantly related to standard group membership, making a clear placement recommendation possible for the majority of students; (2) ratings of writing samples could aid in definitive placement of those students earning unclear APS scores; (3) the gain in predictability from using a combination of reading and writing score information over using writing alone was insignificant; (4) the analysis of the relationship of grades to APS scores revealed a low to moderate-sized predictive validity coefficient, a value within the expected range; and (5) a significant difference in APS scores was found between successful and unsuccessful students. Data tables, references and short appendixes, providing a sample student survey and a correction for restricted range of a predictive validity coefficient, are included. (JSP)

ED 345 782 JC 920 262

Isonio, Steven
Implementation and Initial Validation of the MDTP Tests at Golden West College.
PUB DATE- Feb 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Mathematics; Community Colleges; Correlation; Cutting Scores; Grades (Scholastic); *Mathematics Tests; Predictive Measurement; *Predictive Validity; *Predictor

ED 345 798 JC 920 278

Plastics & Composites Technology Needs Assessment.
PUB DATE- Nov 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Employer Attitudes; Employment Projections; *Engineering Technology; Feasibility Studies; Job Training; *Labor Market; *Labor Needs; Needs Assessment; Occupational Surveys; *Plastics; Program Proposals; Questionnaires; Two Year Colleges
IDENTIFIERS- *Design (Engineering); *Plastics and Composites Technology

In 1991, a study was conducted by Oakland Community College (OCC) to evaluate the need for a proposed plastics and composites technology program for design engineers. General information was obtained through a literature search, from the Society of the Plastics Industry, Inc., the Michigan Employment Security Commission, and interviews with professionals in the field. In addition, 100 local companies were surveyed, yielding a response rate of 35%. Major findings included the following: (1) design engineers were needed in most areas of the plastics and composites industry; (2) mechanical engineers with no knowledge of plastics were currently being hired due to the lack of design engineers; (3) other local associate degree or certificate programs in plastics and composites technology concentrated on process or manufacturing applications rather than on design; (4) employment opportunities for minorities, women and the handicapped were good due to their current underrepresentation and the federal Targeted Jobs Tax Credit incentive for employers; (5) the total cost for setting up a low-technology plastics laboratory would be $100,000, with a well equipped laboratory costing approximately $1,000,000; and (6) based on survey responses from local employers, the average entry level salary for design engineers who hold an associate degree was $26,300. Appendixes provide a variety of materials on the proposed program, including a mission statement, an outline of goals, a list of courses, brief course descriptions, a list of review committee members, and the survey instrument. (JSP)

ED 345 799 JC 920 279

Technical Writing Needs Assessment.
PUB DATE- Dec 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Content Area Writing; *Employer Attitudes; Employment Projections; Feasibility Studies; *Labor Market; *Labor Needs; Needs Assessment; Occupational Surveys; Program Proposals; Questionnaires; *Technical Writing; Two Year Colleges

In fall 1991, a study was conducted by Oakland Community College (OCC) to evaluate the need for a proposed Technical Writing program. General information was gathered from a literature review, Michigan Occupational Information System data, interviews with professionals in the field, and a 1987 needs

ED 345 815 JC 920 300

Shreve, Chuck; Wildie, Avace
PASS--Placement/Advisement for Student Success.
PUB DATE- 28 Jan 92
NOTE- 14p.; Paper presented at the Annual Winter Institute on Institutional Effectiveness and Student Success (1st, Jacksonville, FL, January 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *Academic Persistence; Career Counseling; Community Colleges; Counselor Teacher Cooperation; Educational Counseling; Faculty Advisers; Mentors; Post High School Guidance; *School Holding Power; *School Orientation; *Student Personnel Services; Student Placement; Two Year Colleges
IDENTIFIERS- *Northwestern Michigan College

In 1985-86, Northern Michigan College (NMC) used funds received from the United States Department of Education to develop a system of assessment, advisement, and placement--Placement/Advisement for Student Success (PASS), an integrated system designed to improve student retention. PASS currently consists of three components: summer orientation, advising, and a computerized orientation program. During a one-day summer orientation, students complete the Assessment of Skills for Successful Entry Transfer (ASSET). The program also includes an orientation for parents, mini-sessions led by faculty and counselors, advising by paid faculty PASS advisors, tours of the campus, and registration. The PASS advisor system provides the student with a faculty or counselor mentor who assists in course selection, provides academic (including transfer) and career advice, and monitors the student's progress throughout the year. The computerized orientation program, NMC Experience, consists of ten modules and quizzes that students complete at their own pace. NMC Experience focuses on career planning, student success skills, student activities, health services, academic advising, and understanding college facilities. The results of the PASS program have been impressive. Ninety-six percent of student participants surveyed indicated that they were very satisfied with the PASS system. Retention rates for those students assigned an advisor were 72% in 1987-88, 67% in 1988-89, 74% in 1989-90 and in 1990-91, and 84.3% in 1991-92. PASS advisors surveyed reported a renewed relationship with counselors and students, and a high degree of satisfaction with the program. PASS also generated important data on entry-level student skills and needs, and led to an increased utilization of computer technology. (JSP)

ED 345 816 JC 920 301

Coll, Kenneth M.; VonSeggern, D. Joseph
Community College Student Retention: Some Procedural and Programmatic Suggestions.
PUB DATE- May 91
NOTE- 10p.; Paper presented at the Wyoming Higher Education Student Affairs Conference (Powell, WY, May 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 345 832 PS 020 445

Garden, Carol
Toi Tu Te Whenua, Whatungarongaro He Tangata = People Come and Go but the Land Remains.
PUB DATE- Sep 91
NOTE- 7p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand; September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Early Childhood Education; Educational Administration; *Educational Change; Educational Objectives; *Educational Policy; Educational Quality; Financial Support; Foreign Countries; Institutional Evaluation
IDENTIFIERS- Education Reform Movement; Local Control; *New Zealand

In 1988, a working group on early childhood care and education in New Zealand released a report, called "Education To Be More," which provided the foundation for remodeling the delivery of New Zealand's early childhood care and education. The report focused on general educational goals of equity, quality, efficiency, effectiveness, and economy. Four policies were established: (1) all government-funded educational institutions must have government-approved charters; (2) management would devolve to the local level; (3) educational salaries and operating costs for all government funded institutions would be provided by government "bulk" funding; and (4) the performance of all chartered educational institutions would be reviewed. The Ministry of Education proposed a specific goal of providing appropriate and high quality early childhood care and education for all. The targets related to this goal and strategies for achieving the goal are listed. The extent to which the five general educational goals (equity, quality, efficiency, effectiveness, and economy) were met by 1991 is examined. Efforts of the Ministry of Education that affected early childhood education involved policy advice, management of contracts and administration of payments, provision and support of the curriculum, payment of salaries, and provision of information to the education community. (BC)

ED 345 833 PS 020 447

Bacchus, Kazim; And Others
Curriculum Reform: Quality in Basic Education. Background/Policy Paper. Improving the Quality of Basic Education. Volume I.
PUB DATE- Sep 91
NOTE- 56p.; Papers commissioned for the Conference of Commonwealth Education Ministers (11th, Barbados, October 29 - November 2, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Case Studies; *Curriculum Development; Developing Nations; Educational Improvement; Educational Objectives; *Educational Quality; *Elementary Education; Elementary School Curriculum; Foreign Countries; *Junior High Schools; School Involvement; Teacher Participation
IDENTIFIERS- *Commonwealth of Nations; *Malaysia

ED 345 850 PS 020 542

Staton, Jana; And Others
Family Resource, Support, and Parent Education Programs: The Power of a Preventive Approach. Family Impact Seminar (Washington, D.C., October 25, 1991). Meeting Highlights and Background Briefing Report.
SPONS. AGENCY- Consortium of Family Organizations.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 59p.; For other documents in this series, see PS 020 539-543 and PS 020 549.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; Child Development; *Child Rearing; Community Programs; Day Care; Early Childhood Education; Early Intervention; Early Parenthood; Federal Aid; Low Income; Parent Child Relationship; *Parent Education; Parent Participation; *Prevention; Program Effectiveness; Program Evaluation; *Social Support Groups; State Aid; Young Children
IDENTIFIERS- *Family Literacy; *Family Resource and Support Programs

This document provides meeting highlights and a background briefing report from a policy seminar about family resource and support programs and parent education programs. At the meeting, one of a series of family impact seminars, Theodora Ooms, the moderator pointed out that a new federal program had been authorized in the previous year to establish a National Resource Center for Family Support Programs and provide grants for demonstration programs, explaining that the seminar's four panelists would present information that would clarify why family support programs are needed, who benefits from them, and what services such programs provide. Highlights of presentations by panelists Barbara Gimporling, Rosalie Streett, Douglas Powel, and Lois Engstrom are presented, points raised during the discussion are summarized. The background briefing report describes the wide array of programs that fall under the umbrella term of family resource, support, and education programs (FRSEPs). Included is a general discussion of the needs of parents of young children, and especially needs that are not met by traditional services but are responded to by FRSEPs. The programs are organized into three categories: (1) family resource and support programs; (2) parent education programs; and (3) family literacy programs. The evolution of each type of program is described and vignettes of programs are offered. Staff training, program evaluation, and state policy initiatives are also discussed, as are key issues that pose challenges for policy development and program design and implementation. Appended are a list of organizational resources and 74 references. (GLR)

ED 345 851 PS 020 543

Ooms, Theodora; Herendeen, Lisa
Quality in Child Care: What Is It and How Can It Be Encouraged? Family Impact Seminar (Washington, D.C., March 31, 1989). Meeting Highlights and Background Briefing Report.
SPONS. AGENCY- Consortium of Family Organizations.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 30p.; For other documents in this series, see PS 020 539-

ED 345 867 PS 020 579

Lombardi, Joan
Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Ancillary School Services; Day Care; *Developmental Continuity; Early Childhood Education; *Educational Objectives; *Family Programs; Health Programs; Kindergarten; *Parent Participation; Parent School Relationship; *Transitional Programs
IDENTIFIERS- *Developmentally Appropriate Programs; ERIC Digests

In the early childhood field, the word "transition" is used to describe the period of time that falls between two different types of activities, as well as the time periods in which children move from home to school, from school to after-school activities, from one activity to another within a preschool, or from preschool to kindergarten. Recently, there has been growing consensus that the key to effective services for young children is less through bridging the gap between different types of programs and more through ensuring continuity in certain key elements that characterize all good early childhood education. These key elements are: (1) developmentally appropriate practice that responds to the natural curiosity of young children, reaffirms a sense of self, promotes positive dispositions toward learning, and helps build increasingly complex skills in the use of language, problem solving, and cooperation; (2) involvement of parents with the schools as decision makers, volunteers, and staff, and ongoing communication between parents and teachers; and (3) health care, child care, and other supportive services for children and their families. These elements, which often characterize preschool programs, should continue into the early years of elementary school. This continuity, in and out of the classroom, will ensure continuous and effective services throughout the early years. Eleven references are cited. (AC)

ED 345 868 PS 020 580

Housden, Theresa; Kam, Rose
Full-Day Kindergarten: A Summary of the Research.
PUB DATE- Feb 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Cost Effectiveness; Economically Disadvantaged; Educationally Disadvantaged; *Full Day Half Day Schedules; *Kindergarten; Kindergarten Children; *Parent Attitudes; Primary Education; Readiness; Self Concept; Social Development; Socioeconomic Background; *Teacher Attitudes
IDENTIFIERS- *Age Appropriateness; *Developmentally Appropriate Programs

This document summarizes the research on full-day kindergarten. The question of whether full-day scheduling is good for children is addressed. The majority of the research justifies

ED 345 886 RC 018 606

Robson, Joan, Comp.; And Others
Remote Schooling & Information Technology (A Guide for Teachers).
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 91
NOTE- 62p.; The video referred to is not available from ERIC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Costs; *Distance Education; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Information Technology; Resource Materials; *Rural Education; Teaching Methods; *Telecommunications
IDENTIFIERS- *Australia

This booklet presents an overview of various techniques for remote education presently being used in Australian schools. It is intended as a teacher's resource, introducing the topic and promoting the development of contacts and establishment of communication links. Following a brief history of remote learning in Australia, the distance education methods are described. Many descriptions include examples of uses, contact persons using the method, hardware needed, and typical costs. The section on audio learning methods includes audio tapes, telephone, teleconferencing, a telephone amplification system, and one-way and two-way radio. The visual learning methods discussed are television, video tapes, interactive videodiscs, CD-ROM, computer-supported learning, video conferencing, microwave video, and UHF video. Electronic methods described are facsimile, electronic mail, bulletin boards, the electronic writing board, databases, computer managed instruction, and the electronic classroom. The section on transmission links includes the telephone line, satellite, packet radio, microwave link, Integrated Services Digital Network (an upgraded telephone network), and HF/VHF radio. Curriculum ideas and professional development models are noted and the use of technologies in the Australian states and territories is summarized. This booklet contains about 100 references and a glossary. Appendices list Australian educational radio stations, describe distance education teaching methods, and provide over 100 contacts. The accompanying videotape (not included) shows students and teachers using telecommunications and electronic equipment in educational settings. (SV)

ED 345 887 RC 018 651

Discover and Experience Outdoor Education. Junior Experience Information Packet.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Education Courses; *Experiential Learning; Higher Education; *Outdoor Education; *Program Descriptions; Program Implementation; *Residential Programs; *Teacher Education

PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; Community Programs; Community Services; Delivery Systems; Federal Government; *Financial Support; *Government Role; Income; *Policy Formation; *Public Policy; *Severe Disabilities; *Social Integration; Social Life; State Government

This paper proposes that those who make policy for individuals with severe disabilities ought to evaluate current actions and frame proposed changes according to whether these changes protect or increase citizens' opportunities to build inclusive community by establishing suitable position and priority for adequate government investment. Such policies would reposition state and federal government towards the role of guarantor of civil rights, ensurer of adequate cash income for people with disabilities and their families, and underwriter of a variety of means to assist these individuals to manage their situation or find their place in community life. Development of such policies to establish priorities in government funding requires consideration of such questions as: How can we decrease disincentives to participation in community life?; How can we ensure sufficient cash income for people with disabilities?; How can we increase options for direct control of the specific supports people require?; and How can we invest in activities that build inclusive community? Decision makers who increase foresight, make explicit the image of people with disabilities underlying their policies, and state the links between their decisions and the growth of inclusive community will make better policies than decision makers who neglect to explore these three perspectives. Successful exploration depends on involving people with different positions, including the people with disabilities who are intended to benefit, their allies, and the people who will actually provide assistance and offer opportunities. (JDD)

ED 345 452 EC 301 213

O'Brien, John
What's Worth Asking For? Leadership for Better Quality Human Services.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Inst. on Community Integration.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Syracuse Univ., NY. Center on Human Policy.
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; *Delivery Systems; *Human Services; *Leadership; *Organizational Objectives; Program Effectiveness; *Program Improvement; Rehabilitation; *Severe Disabilities

The fundamental question for those concerned with high quality services for people with severe disabilities is how resources can best be used to assist these individuals to live better lives. The question of how to assist in creation of better lives tests and builds leadership. Leadership involves mobilizing people's resources to make progress on difficult problems. Anyone leads when performing the activities that

Lander, Carole R.
Developing Positive Attitudes about Disabilities.
PUB DATE- 92
NOTE- 42p.; The document was produced by the Claymont School, Ballwin, Missouri.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attitude Change; *Disabilities; Elementary Secondary Education; Interpersonal Competence; Peer Acceptance; *Social Attitudes; *Teaching Methods; *Units of Study
IDENTIFIERS- *Attitudes toward Disabled

This unit of study aims to help students understand that persons with disabilities are more alike than different from persons without disabilities, to help students appreciate that all people regardless of differences are valuable and worthwhile, to offer students hands-on activities to help them become sensitive to the differences in the lives of persons with disabilities, and to discuss aspects of the daily lives of persons with disabilities. The unit is divided into an introductory section and sections about people with mobility problems, visual impairments, hearing impairments, mental retardation and slow learning, and learning disabilities. Each section contains worksheets for students, resource lists of books and films, and sample teaching activities. (JDD)

ED 345 470 EC 301 232

Yalung, Florence N.
A Cross-Cultural Counseling Framework for Asian Parents of Children with Special Needs Based on the Dynamics of the Filipino Family.
PUB DATE- May 92
NOTE- 91p.; Master's Thesis; San Jose State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Americans; Attitudes; Child Rearing; *Counseling Techniques; *Cultural Context; Disabilities; Elementary Secondary Education; Ethnic Groups; *Family Counseling; *Filipino Americans; Intervention; Models; *Special Needs Students; Values

This research project proposes a counseling framework for Asian parents of children with special needs, based on the dynamics of the Filipino family. As Filipinos are the biggest ethnic minority group in California and the second largest Asian group in Santa Clara County, the Filipino group was selected to represent all Asian groups. The project sought answers to questions in the following areas: specific cultural values affecting counseling interventions with Filipino parents of children in special education; attitudes and values toward disabilities, education, and child-rearing practices; counseling framework for Filipino parents with children in special education; and counseling intervention and approaches successfully implemented with other Asians. Results indicated the following: (1) cultural values affecting the counseling of Filipinos are the value of children, self-pride, shame, familism, fatalism, smooth interpersonal relationship, and concepts from English to Spanish. It is concluded that what looks at first to foreign language students like an alien concept can be made less baffling if presented in relation to his native language. In the case of English speakers learning the Spanish subjunctive, this means making students aware that (1) the morphology of the subjunctive still exists to a limited extent in English; (2) there are certain required, predictable constructions that English uses where Spanish uses the morphological subjunctive; and (3) the students already have a thorough, if implicit, grasp of the semantic motivation underlying the subjunctive mood. A brief bibliography is included. (MSE)

ED 345 490 FL 019 507

Braine, George
Academic Writing Task Surveys: The Need for a Fresh Approach.
PUB DATE- 88
NOTE- 19p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Educational Assessment; *English for Academic Purposes; Evaluation Criteria; Higher Education; Language Research; Research Methodology; *Research Problems; *Science Instruction; Second Language Instruction; *Second Languages; *Technical Writing; Undergraduate Study; *Writing Instruction

A study investigated whether the academic writing task surveys conducted at American universities reflect accurately the need for student academic writing skills. These surveys are used as a basis for designing composition courses for both native English-speakers and students of English as a second language. The study is restricted to surveys in the last ten years that have examined undergraduate science and technology writing tasks. Eight major surveys are considered. Five elicited information with questionnaires, and three examined actual student writing assignments. Shortcomings in the surveys are noted, including inconsistency in terms used to identify academic writing genres, inappropriate subject sampling, inappropriate evaluation criteria (writing assignment types such as in-class quizzes and examinations), and classification of writing assignment according to the requisite skills. It is concluded that each discipline is a separate discourse community, academic writing courses should focus on only one discipline. A 27-item bibliography is included. (MSE)

ED 345 491 FL 019 508

Smith, Samuel
The Second Language Acquisition Process in Immersion Contexts: Theory and Research.
PUB DATE- 88
NOTE- 14p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Immersion Programs; *Instructional Effectiveness; Language Research; Linguistic Theory; Models; Program Design; Program Effectiveness; Second Language Learning
IDENTIFIERS- *Monitor Model

Research concerning the success factors in language immersion education is reviewed, focusing on five major schools of making individual needs less obvious and less consistent. Students may resist shifting from intermediate instruction, in which emphasis is on what the student knows, to advanced instruction, where the focus must be on knowledge gaps. Student goals at this level may vary widely. The teacher must first learn more about each student's situation and objectives, then develop activities and projects fostering student independence and creativity. Literature offers a depth and richness of expression that addresses some of these challenges, and literature-related projects can provide structure and a sense of group achievement. Pre-reading, reading, post-reading, and other text-related exercises can be designed to stress language development. Grammar and accuracy are often the most difficult areas to teach because of diverse student needs. Error correction is essential but must be individualized, requiring early testing. One small-group discussion technique uses a system of finger signals to aid self-correction. Students should also participate heavily in the planning of individual research and creative projects or group projects. These techniques require teachers to adjust their roles. (MSE)

ED 345 511 FL 020 174

Young, Richard; Milanovic, Michael
Discourse Variation in Oral Proficiency Interviews.
PUB DATE- Feb 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; *English (Second Language); Interpersonal Communication; *Interviews; *Language Proficiency; *Language Role; *Language Styles; *Language Tests; Second Language Learning; Verbal Tests
IDENTIFIERS- *Oral Proficiency Testing

A study of the discourse structure of oral language proficiency interviews focused on (1) one principal discourse variable, topic, for analyzing contingency and goal orientation in dyadic interactions, and (2) contextual factors (interlocutor, theme, task, participant gender). Data came from 30 dyadic oral interviews in English as a Second Language recorded in Brazil and Italy. The interview was part of the First Certificate in English examination of the University of Cambridge (England) Local Examinations Syndicate. Portions of the interview analyzed included three tasks: discussion based on photographs; relation of a printed passage to the photographs; and expression of personal preferences about items in a list of activities related to the interview's theme. The study was principally exploratory and descriptive. Results are discussed in terms of the characteristics of native-speaker/non-native-speaker oral interaction. It was found that the two parties made very different contributions to the discourse, with the examiner exerting a controlling influence and the examinee having a more reactive role. Contextual factors found to affect only candidate discourse included individual differences among examiners, especially gender, and task. Contextual influences on the examiner's goal orientation appeared to include gender and interview theme. The major influence on discourse as a whole was task. (MSE)

ED 345 512 FL 020 177

Wall, Dianne; Alderson, J. Charles
Examining Washback: The Sri Lankan Impact Study.

study are also noted. The review is presented as the introduction to a group of four papers presented at a conference on the topic of this relationship, held at the University of Illinois, Urbana-Champaign (April 3-4, 1987), and focuses on the questions addressed by two of the papers: "What is FLL Research?" (Claire J. Kramsch) and "Theory and Research in SLA and FLL: On Producers and Consumers" (Bill VanPatten). The other papers are: "In Second Language Acquisition/Foreign Language Learning, Nothing Is More Practical than a Good Theory" (Sandra J. Savignon) and "Models, Processes, Principles, and Strategies: Second Language Acquisition In and Out of the Classroom" (Roger W. Anderson). Each of the papers is briefly summarized and all are recommended as points of departure for further analysis and discussion. (MSE)

ED 345 532 FL 020 228

Kramsch, Claire J.
What Is FLL Research?
PUB DATE- 88
NOTE- 9p.; For the complete volume, see FL 020 221.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *Language Research; *Learning Processes; Linguistic Theory; *Research Methodology; Research Needs; *Second Language Instruction; *Second Language Learning; *Second Languages

Three areas of research (second language acquisition (SLA), foreign languages (FL), and foreign language learning (FLL) are examined briefly and distinguished, and their relationship is discussed. The definition of FLL is then considered in greater detail. It is proposed that as an area of inquiry, FLL is characterized by specific features of its setting, object of research, method of investigation, and concepts of language and language learning. FLL in classrooms is affected by many variables that affect the propensity of learners to acquire a foreign language and the rate of acquisition. The question posed by FLL research is "How can we better understand the conditions of classroom FL learning and teaching so that we can change and improve these conditions?" suggesting an integrative orientation toward the learner. FLL, it is argued, must take an action-oriented rather than descriptive or quantitative approach. Finally, FLL research's concept of language must consider language in its total expressive and communicative thrust and deal with the global exploration of the development of communicative competence through the various modalities of speech, and its concept of learning is a social construct constrained by the conventions of schooling. A research agenda is proposed and a 22-item bibliography included. (MSE)

ED 345 533 FL 020 229

Savignon, Sandra J.
In Second Language Acquisition/Foreign Language Learning, Nothing Is More Practical than a Good Theory.
PUB DATE- 88
NOTE- 18p.; For the complete volume, see FL 020 221.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Classroom Environment; Comparative Analysis;

A study in Finland investigated the relationship of two general aspects of student motivation for second language learning (preference for challenge and curiosity) and motivation specific to the learning situation. Subjects were 292 sixth-graders and 301 eighth-graders, who performed two open and two closed English vocabulary tasks in two different learning situations, individual and cooperative. Students' pre- and post-task attitudes were elicited by questionnaire. Pre-task items measured how interesting, difficult, and curiosity-arousing the students saw the task, how competent they felt to do it, how eager to begin, and whether they expected to learn from it. Post-task items measured how students had persisted with and concentrated on the task, how satisfied they were with their performance, how interesting they had found it, and other feelings associated with their performance. A background questionnaire measured general motivational orientation (integrative, instrumental, and cognitive); attitudes toward group, method, and teacher; classroom motivational orientation; target language self-concept; cognitive and attributional styles; and learning situation preferences. Analysis of the results suggests that in studying foreign language learning motivation, both general and subject-specific motivation theories should be used. Additional research is recommended. A 30-item bibliography and the pre- and post-task questionnaires are appended. (MSE)

ED 345 551 FL 020 340

Julkunen, Kyosti
Trait and Test Anxiety in the FL Classroom.
PUB DATE- Apr 92
NOTE- 10p.; Revised version of a paper presented at a Teaching Symposium (Helsinki, Finland, January 25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *English (Second Language); Foreign Countries; Grade 6; Grade 8; Intermediate Grades; Language Tests; *Personality Traits; *Second Languages; *Student Attitudes; Student Characteristics; *Test Anxiety
IDENTIFIERS- *Finland

A study conducted in Finland investigated the relationships between trait and test anxiety and low and high achievement in 552 sixth- and eighth-graders. Before the final English language test of the spring term, the students responded to a questionnaire concerning worry, tension, test-irrelevant thoughts, physical reactions (e.g., rapid heartbeat), and fear of failure. A separate questionnaire measured background motivation. Student grades in English and scores on two closed and two open English vocabulary tasks served as achievement measures. Results indicate a connection between anxiety and foreign language achievement. Self-reported anxiety levels were found to be relatively low. It is suggested that the role of communication anxiety in foreign language learning be studied in higher grades, where oral proficiency becomes important. Further research on the interaction between trait and situation-specific anxiety is recommended. An 18-item bibliography is appended. (MSE)

ED 345 552 FL 020 341

Herring, Susan C.

early childhood and parent program serving limited-English-speaking bilingual children aged 2-8 years and their parents. The project is designed to promote English language and conceptual growth among young children and influence parents' attitudes toward their children's learning and development. The classroom curriculum is organized by subject area and theme, introducing specific concepts at different age levels. Twenty-two teaching strategies are specified for classroom use. Daily activity plans and daily observation cards are used to plan classroom activities and monitor performance. Additional testing helps track overall student progress, and performance of teachers and aides is evaluated through systematic observation. The home component is designed to train parents to be their children's teachers at home through partnership with the school, increase home activities with children, and increase positive expectations and attitudes concerning learning. The home curriculum helps involve parents directly in classroom work and reinforce and extend concepts taught there. Progress is assessed by systematic home visits and testing. In the Bethlehem (Pennsylvania) Area School District, results include consistent and significant English language gains among students and parenting concept acquisition among parents; enrollment increases; and positive participant evaluations. (25 references) (MSE)

ED 345 571 FL 020 409

Wadden, Jerry M.
Foreign Language K-12. Program Evaluation 1991-92.
PUB DATE- 21 Apr 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Change Strategies; Chinese; *Curriculum Development; Educational Objectives; *Educational Technology; Elementary Secondary Education; French; German; Grades (Scholastic); *Inservice Teacher Education; *Instructional Materials; Italian; Japanese; Language Enrollment; *Language Teachers; Latin; Media Selection; Program Development; Program Effectiveness; Program Evaluation; Russian; *Second Language Programs; Spanish; Staff Development; Teacher Qualifications; Uncommonly Taught Languages
IDENTIFIERS- *Des Moines Public Schools IA

The Des Moines (Iowa) Public Schools foreign language program for K-12 is described and evaluated. The evaluation report focuses on six areas, including: (1) school district mission and philosophy of foreign language instruction; (2) context (state policies and standards, foreign language program overview and enrollment, fiber-optic communication and instructional system, foreign language needs and goals, recent major developments); (3) program input (expenditures, instructional materials use and selection cycles); (4) process (language arts supervisor job description, inservice and staff development sessions, and professional meetings attended by staff); (5) product (test results, community survey results, foreign language study committee report, supervisor observations, accreditation reports of two sites, attainment of objectives, adherence to standards and regulations, grades, and awards); and (6) the future (plans and needs, observations). Spanish is offered in one elementary school, grades 1 to 5. Introductory foreign language (a course in both Spanish and French) is offered in grade seven. First-year French and Spanish are offered in grade eight, and eight languages (Chinese, French, German, Italian, four activities of the Andean Oral History Workshop: (1) the self-education of a group of women aged 18-70 who decided to explore together issues such as rights, education, textiles, unions, and health as they relate to women; (2) the training of a small group of rural teachers interested in experimenting with bilingual and bicultural education at the elementary and junior high school levels; (3) the writing of a booklet about Aymara phonology to be used in teaching literacy to speakers and non-speakers of Aymara; and (4) development of a dictionary and teaching materials for the Uchumataqa language spoken by the Uru people. The experience is related in narrative form and includes a diary entry about a visit to a native community and a ceremony that occurs there. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 345 590 FL 800 483

Empowering Learners Project Bibliography.
SPONS. AGENCY- United Way of America, Alexandria, Va.; UPS Foundation, Inc., Greenwich, Conn.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Audiotape Recordings; *Basic Skills; *Computer Software; *English (Second Language); Health Education; Information Sources; *Instructional Materials; Language Skills; *Literacy Education; Mathematics; Pronunciation Instruction; Spelling; Typewriting; Videotape Recordings

This annotated bibliography lists computer software and other media materials that support acquisition of basic and literacy skills and familiarize adult learners with new technologies. It cites products chosen by five St. Paul (Minnesota) area United Way agencies for the Empowering Learners Project. Listings of computer software include courseware, authoring aids, and other software in math, English language skills, health, typing, word processing, graphics, vocabulary development, accent reduction, spelling, and pronunciation. Shorter video and cassette tape listings cover similar topics. Some but not all of the materials for English language skills are designed for instruction in English as a Second Language. Citations include the item's title, vendor, price, required hardware, a brief description, comments, and which of the participating agencies purchased the materials. A list of vendors and their addresses is also included. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 345 591 HE 025 360

Campbell, Malcolm B.
Non-University Sectors and the Provision of Higher Education in OECD Countries: Problematics of Articulation.
PUB DATE- Mar 92
NOTE- 42p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Annapolis, MD, March 12-15, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Developed Nations; *Educational Needs; *Educational Policy; Foreign Countries; Higher

*Fringe Benefits; Health Insurance; Higher Education; Leaves of Absence; *Personnel Policy; Retirement Benefits; Teacher Employment Benefits; *Universities; Vacations
IDENTIFIERS- *Ontario

This report, which combined Part I and Part II of a benefit study, presents data from a survey of Ontario universities concerning fringe benefits offered in 1991-92. Part I is made up of a series of tables displaying the information on particular benefits institution-by-institution. The first five tables cover general aspects of benefits, including administration and insurance plans, communication of benefits, proposed changes, provision of life and dismemberment insurance, and maternity leave policy. Subsequent tables offer details of supplementary health insurance, long-term disability, sick leave entitlement, sick leave-benefits continuance, long-term disability-benefits continuance, life insurance, survivor benefits, dental plans, post-retirement benefits, vacation entitlement, sabbatical leave policies, housing loan (mortgage) policies, free tuition policies, parking policies, access to athletic facilities, and day care. The institutions surveyed include the following: (1) Brock University, (2) Carleton University, (3) University of Guelph, (4) Lakehead University, (5) Laurentian University, (6) McMaster University, (6) Ontario Institute of Studies in Education, (7) University of Ottawa, (8) Queen's University, (9) Ryerson Polytechnical Institute, (10) University of Toronto, (11) Trent University, (12) University of Waterloo, (13) University of Western Ontario, (14) Wilfrid Laurier University, (15) University of Windsor, and (16) York University. Part II, which surveys the same universities, presents data on pensions offered in 1991-92. Results are indicated by type of plan, eligibility, member contributions, university contributions, benefits, indexing, and standard options. The bulk of the document is made up of a series of tables displaying the information on particular universities institution-by-institution. Each table details type of plan, eligibility, member contribution, university contribution, benefits, a model calculation, and information on the performance and management of the fund. A final section details early retirement options. (JB)

ED 345 611 HE 025 506

Diaz, Porfirio R.; Luan, Jing
Minority Student Progress Report, 1991.
PUB DATE- 3 Apr 92
NOTE- 9p.; Paper presented at the NASSGP/NCHELP Research Network Conference (9th, Boston, MA, April 1-3, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Bachelors Degrees; *Black Students; Dropout Prevention; Higher Education; *Hispanic Americans; Minority Groups; Organizational Objectives; School Holding Power; State Boards of Education; *State Universities; Student Financial Aid; *Student Recruitment
IDENTIFIERS- *Arizona; Arizona State University; Northern Arizona University; University of Arizona

This report offers a consolidated systemwide analysis of key issues and recommendations for improvement of minority recruitment and retention at Arizona State Universities and an evaluation of progress toward achieving Arizona Board of Regents (ABOR) approved recruitment and graduation goals. A

Higher Education; Job Performance; Job Skills; *Leadership Qualities; *Profiles; Teacher Administrator Relationship

This paper reports on a study that investigated the role, attitudes, and behaviors of department chairs in higher education. Specifically, the study investigated four objectives: (1) to examine role factors of effective chair performance; (2) to assess the impact of antecedent variables such as individual characteristics (gender, marital status, ethnicity, motivation to serve, career orientation), organizational characteristics (size of department, clerical assistance, ratio of tenured to untenured faculty), and positional characteristics (number of years of service, discipline, current academic rank, rank when hired) on role factors of effective chair performance; (3) to explore the association of department chair performance role factors with the behavioral outcomes of academic productivity, job satisfaction, role ambiguity, role conflict, and occupational stress; and (4) to identify, or begin to develop, a department chair profile associated with each specific performance role. A total of 539 department chairs were surveyed. Factor analysis suggested the roles of Leader, Scholar, Faculty Developer, and Manager. Findings revealed a complex combination and interaction of skills in the various components of the chair job. Findings also revealed that a number of effective leader chairs are often effective manager chairs as well. The paper concludes that the study provides a usable taxonomy of chair roles and some characteristics of those individuals who perceive themselves to be effective in those roles. Contains 23 references. (GLR)

ED 345 630 HE 025 525

Burns, John S.; Gmelch, Walter H.
Stress Factors, Role Conflict, and Role Ambiguity for Academic Department Chairs.
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For a related document, see HE 025 524.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Responsibility; *Administrator Role; Anxiety; Colleges; *Department Heads; Expectation; Higher Education; Job Analysis; Psychological Patterns; *Role Conflict; Role Perception; *Stress Variables; Teacher Administrator Relationship
IDENTIFIERS- *Role Ambiguity

This investigation examined the dimensional sources and perceptions of occupational stress experienced by department chairs in institutions of higher education, and the influence of professional independent variables associated with these stressors. Surveys were mailed to 800 randomly selected department chairs at 100 institutions (523 surveys were returned representing a 66 percent rate of return). The Department Chair Stress Inventory (DSCI), consisting of 41 questions, identified five stress factors in the following rank order by stress factor mean: (1) faculty role stress; (2) perceived expectations stress; (3) administrative task stress; (4) role ambiguity stress; and (5) administrative relationship stress. Among the findings, it was determined that chairs who have high role ambiguity also experience high stress regarding their academic career, and that chairs who have high role indicated that other factors besides the two scores may have an impact on college grades such as social orientation, age, and student goals at time of enrollment. However, evidence indicated there was a relationship between the high school average, ACT scores and college grades. Analysis of the freshmen in subgroups based on sex and ACT scores revealed that the multiple correlation difference was not large enough to justify the decision to use just one as a single predictor for all subgroups. However, the high school grade average was a better predictor for males and for those with ACT scores above 18. Included are 16 tables, appendixes containing a report of the meeting with the academic vice president, and a report of meetings with the five deans. Also included are 10 references. (JB)

ED 345 650 HE 025 545

Edge, Sylvia C.
Choosing Pathways to Nursing Education.
PUB DATE- 92
NOTE- 6p.; Paper presented at the Annual Meeting of the Southern Council on Collegiate Education for Nursing in affiliation with the Southern Regional Education Board (Atlanta, GA, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *Educational Trends; Employment Patterns; Futures (of Society); Higher Education; Nurses; *Nursing Education; Professional Associations; Role of Education; *Trend Analysis; Undergraduate Study

This publication presents the text of a speech on nursing, stressing current trends and changes in the role of nursing and therefore in nursing education. Beginning by recalling the reasons many entered nursing in the past and the expectations of those workers, going on to look at the many issues of accountability that accompany the health professions in general and the nursing profession in particular, the speech then addresses the current issues facing the profession. These include recent salary levels, a late 1980s trend in professional nursing associations to "market" the profession more vigorously, and the recession and its effects. In response to these recent trends, the speech calls for nursing education to take place in institutions that are part of the higher education system so that nursing preparation will require an associate or baccalaureate degree and so that all nurses learn management skills. In conclusion lessons from the past are noted including a warning against the tendency to reorganize to handle problems rather than organizing to create an ideal vision. In addition, the speaker admonishes opposing groups to accept compromise and to work together to make decisions and take risks. Included are five references. (JB)

ED 345 651 HE 025 546

Penrod, James I.; Dolence, Michael G.
Reengineering: A Process for Transforming Higher Education. Professional Paper Series, #9.
PUB DATE- 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

referenced testing to assess program and course level instructional effects because this approach can evaluate student mastery of knowledge, attitudes or skills taught; because the essential infrastructure for a criterion referenced assessment system exists in most institutions; because it provides an absolute statement of student attainment; and because it allows each institution to configure its assessment system to its unique curriculum. The student matriculation component of APLEAM includes program entry, program persistence, and program exit. APLEAM addresses post-graduation effects assessment through an alumni survey instrument which asks alumni to rate the program's personal and professional effectiveness, to identify ways that the major has been most and least helpful, to suggest program modifications, to indicate useful graduate competencies, and to identify graduate school intent or enrollment. (23 references) (JB)

ED 345 671 HE 025 583

Cohn, Sheryl L.
Overcoming College Fears...The Road to Success.
PUB DATE- 26 Apr 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Freshmen; *Counseling Services; Counselor Role; Educational Counseling; Emotional Problems; Failure; Fear; Higher Education; School Orientation; Self Esteem; *Student Adjustment; Student Characteristics; Success
IDENTIFIERS- Sternberg (Robert)

This paper looks at the sources of fear among incoming undergraduate students and discusses possible ways to alleviate such fears. The paper reports that, though many students have difficulty naming their fears, several can easily be identified such as fear of the unknown. This fear can be dealt with or forestalled through tours of the campus. Another category of fear discussed is the fear of failure at the college level. Students fearing failure often suffer from low self-esteem and are insecure about the new academic experience. These fears can be addressed at student counseling centers. Many students, the paper suggests, labor under self-fulfilling prophecies of failure or lack of ability. To illustrate how student fears can be addressed, the paper presents a case study of one student who suffered from a fear of failure and low self-esteem with the consequence that she was drastically underachieving and becoming frustrated. With the help of the counselor the student took a fresh look at past performance and established a reasonable "internal yardstick." The paper also discusses the usefulness of Robert Sternberg's identification of 20 stumbling blocks that can impede even the brightest individuals. In conclusion the paper argues for telling students of qualities that define a successful student. (JB)

ED 345 672 HE 025 584

Kealy, Ronald P.; Witmer, Kenneth D., Jr.
Cooperative Learning in Higher Education: An Alternative Approach to Collegiate Instruction.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

commonality among alternatives whenever possible, and to make progress towards a coordinated plan for standards development, i.e., a hypertext reference model. The workshop included plenary sessions and three discussion groups. This proceedings includes 14 papers that were selected for presentation in plenary sessions, reports of the discussion groups, and supplementary materials. Major conclusions of the workshop were that the discussion groups should continue their technical efforts, and that NIST should sponsor at least one more workshop to provide a forum for public discussion of progress. References are included throughout the document. (Author/DB)

ED 345 691 IR 015 497

Gelfand, Andrew
A Computer Based Training Program on Typesetting for Desktop Publishing Professionals.
PUB DATE- Aug 91
NOTE- 261p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Business Skills; *Computer Assisted Instruction; Cost Effectiveness; *Courseware; *Desktop Publishing; *Instructional Design; Instructional Systems; Learner Controlled Instruction; Microcomputers; Postsecondary Education; *Programed Tutoring; Staff Development; Standards; Training Methods

This report describes the development of a project designed to enable new users of desktop publishing technologies to produce typeset documents which approach or match commercial quality standards. "Typesetting--A Tutorial for the Desktop Publisher" is a computer assisted instructional (CAI) program that provides students with an understanding of the traditional language of type while developing familiarity with the rules of page layout and design. The design and development of the programmed tutorial is grounded on three assumptions: (1) the main focus of the CAI course must be on enabling operators with non-specialized skills to learn the fundamentals of typesetting; (2) new desktop publishing personnel productivity can be dramatically increased, and learning curves reduced, by a computerized course in which learners control their own pace while learning the elements, principles, and language of typesetting; and (3) operators must know when, how, and why to utilize the tools that are available to them, thus the concepts surrounding document production must be familiar to them. Results of administration of the CAI course indicated a high level of student interest in CAI as a medium of instruction. The flexibility of the user interface provided an impetus for student exploration. Excitement with the tools for learning and the stimulation to interact and play with the media were key factors in the general success of the learning event. The ability of individual students to guide themselves and manipulate their private learning environments were challenges to which participants responded strongly. (14 references) (DB)

ED 345 692 IR 015 498

Burnside, Patricia
Computers as a Writing Tool: Learning Package for Eighth Grade Students.
PUB DATE- Jun 91
NOTE- 163p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English

University in Turkey. The first of five chapters discusses modes of communication that can be used in distance education together with their functions. Specific media described include written materials, educational television and radio, face-to-face communications, and videotape education. The second chapter describes the distance education situation in Turkey, provides a short history of Anadolu University, and explores the use of various modes of communication by the OEF, i.e., books, television and radio broadcasts, local face-to-face communication through Student Information Bureaus (LSIB) and the Academic Advising Teaching Service (AATC), and the "Anadolu Newspaper" for distance education students. Chapter 3 is devoted to a discussion of video and distance education, the facilities video would bring to the OEF, how a video education center operates, the organization of the OEF Student Information Bureau's Video Education Libraries, and the coordination unit of the Video Education Center. The fourth chapter briefly describes four OEF units--Academic Advising Centers, the Radio Club, the Anadolu Newspaper, and the Anadolu University Data Processing Center--that would cooperate with the Video Education Center, and outlines preparations needed before beginning to offer distance education services via video. Chapter 5 details a proposed pilot project that would conduct a formative evaluation of the video education services prepared by the Video Education Centers (VEC). (7 references in English, 30 in Turkish) (DB)

ED 345 710 IR 015 543

Okinaka, Russell T.
Virus Programs: A Clarification of Ideas and Strategies for Data Protection.
PUB DATE- 13 Mar 92
NOTE- 20p.; Paper presented at the Computer Technology Conference (San Bernardino, CA, March 13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Computer Software; *Computer System Design; *Debugging (Computers); Disk Drives; Floppy Disks; Local Area Networks; *Microcomputers; Telecommunications
IDENTIFIERS- *Computer Viruses

Virus programs have become a significant problem in the computer industry. The effects of these programs have been publicized widely. Anyone working with microcomputers cannot have escaped exposure to the term. Yet, there are a large number of people (teachers in particular) who have only vague notions of what viruses are. This paper provides a straightforward approach to the description of computer viruses, how they are transmitted and spread within computer systems, what viruses do once they are inside a computer system, and how computer systems can be debugged and protected against viruses. Computer systems are discussed at length, including hard disk drives, computer software, floppy disks, and computer networks such as local area networks. A glossary of important terms is included. (6 references) (DB)

ED 345 711 IR 015 544

Fredrickson, Scott
Audiographics for Distance Education: An Alternative Technology.

Handbooks; (6) Bibliographies; (7) Indexes and Abstracts; (8) Directories; (9) Codes and Standards; (10) Statistical Sources; (11) Government Documents and Patent Information; (12) Grants Information Sources; (13) Dissertations and Theses; (14) Reference Manuals for Graduate Students; and (15) Computer Search Services and Databases. Concluding the handbook are the following appendixes: (1) a draft of the engineering collection policy statement; (2) a brief introduction to LSM; (3) library borrowing policies; (4) library research tips; and (5) how to request an interlibrary loan. (MAB)

ED 345 728 IR 054 015

Library Services and Construction Act Annual Report.
PUB DATE- 90
NOTE- 677p.; For the 1989 report, see ED 326 242.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Disabilities; Disadvantaged; Grants; Institutionalized Persons; Library Administration; Library Expenditures; Library Facilities; *Library Networks; Library Planning; *Library Services; Library Statistics; Limited English Speaking; Literacy Education; Older Adults; *Program Costs; Program Descriptions; Program Evaluation; *Public Libraries; Regional Libraries; *Shared Resources and Services; *State Programs
IDENTIFIERS- *Library Services and Construction Act; Major Urban Resource Libraries; Texas

Composed of forms outlining specific activities funded by the Library Services and Construction Act (LSCA) in Texas, this annual report for fiscal year 1990 opens with summaries and fiscal breakdowns of programs funded by LSCA Titles I, II, and III. The remainder of the document contains project reports and system evaluation reports for: (1) Title I-Areas Without Services, Areas with Inadequate Services, Services to Disadvantaged, Services to Physically Handicapped, Services to Institutionalized, Major Urban Resource Libraries, Services to Limited English Speakers, Services to the Elderly, Literacy Programs, and Administrative Expenses for LSCA; (2) Title II-Public Library Construction; and (3) Title III-Planning of Cooperative Library Networks, and Establishing, Expanding, and Operating Library Networks. Specific activities described include demonstrations of interlibrary cooperation, the Interlibrary Loan and Reference Referral Network, and the Texas Union List of Serials. (MAB)

ED 345 729 IR 054 017

Library Systems toward the 21st Century: An Action Plan.
PUB DATE- 92
NOTE- 26p.; For the complete report on and a summary of the King Research study, see ED 309 783 and ED 314 077.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Elementary Secondary Education; Higher Education; Information Networks; Learning Resources Centers; Library Cooperation; *Library Networks; *Library Planning; *Library Services; *Objectives; Position Papers; Public Libraries; Shared Library Resources; *Statewide Planning; Telecommunications

which was adopted by the Intellectual Freedom Committee of the American Library Association. Section Two provides two statements developed by the Wisconsin Department of Public Instruction (DPI) that are particularly appropriate to intellectual freedom as well as summaries of the following school philosophies and procedures: materials selection policy, inservice training, communication and public information policies, materials reconsideration procedures, and procedures for teachers to handle complaints about classroom materials. Section Three is a selected annotated bibliography of materials discussing issues of intellectual freedom. Section Four presents the Wisconsin statutes that reflect the philosophy of freedom and equity in education. A series of intellectual freedom statements and interpretations of the Library Bill of Rights are provided in Section Five. Concluding the report is an annotated list of state agencies, state associations, and national associations to contact for assistance with an intellectual freedom issue. (MAB)

ED 345 748 IR 054 056

The World Bank Depository Library Program: Directory of Libraries. January 1992.
PUB DATE- Jan 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Access to Information; *Depository Libraries; Global Approach; Higher Education; Information Dissemination; Information Storage; International Organizations; Library Cooperation; Publications; Research Libraries; Special Libraries
IDENTIFIERS- *World Bank

This directory lists World Bank depository libraries that have agreed to work with the World Bank as active partners in the dissemination of Bank materials by promoting their use among the libraries' different groups of readers. Entries are organized alphabetically by the depository library's country and city, and the entries typically include the name of the organization, street and mailing address, postal code, telephone number (country code and city code), facsimile and telex numbers, cable address, the director of the institution, name and title of contact person, and the date the library was appointed as a depository. The directory concludes with the World Bank Depository Library program's selection criteria, an application for designation as a World Bank depository library, and the names and addresses of distributors of World Bank publications. (MAB)

ED 345 749 IR 054 057

Morra, Linda G.
Education's Library. Actions Needed To Improve Its Usefulness, Testimony before the Subcommittee on Select Education, Committee on Education and Labor, House of Representatives.
PUB DATE- 18 Mar 92
NOTE- 9p.; For the 1991 report, see ED 333 897.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Federal Government; Federal Legislation; Financial Support; Government Libraries; History;

and demonstrate the skills, knowledge, attitudes, and self-direction needed to perform ethically and productively in society, to adapt to change, to appreciate diversity, and to make a reasoned commitment on issues of importance. This definition of student success requires, for its achievement, a precise awareness on the part of a college of exactly who its students are and what steps to success the college needs to provide. The college must also be willing to assess and improve those steps continually. While each college must fashion particular strategies to address the needs of its own students, general trends and ideas that characterize efforts of all effective community colleges can be identified. This position statement, prepared by the National Council of Instructional Administrators (NCIA) of the American Association of Community and Junior Colleges, draws upon the principles outlined in the National Institute of Higher Education report "Involvement in Learning" (1984), and Chickering and Gamson's "Faculty Inventory" (1987), as well as upon the practices of outstanding community colleges across the nation, to offer guidelines and suggestions for promoting student success. The statement focuses on strategies in the areas of admission and orientation; the classroom; the college curriculum; the faculty; and college-wide concerns. An afterward stresses NCIA's role in promoting student success. (MPH)

ED 345 766   JC 920 242

Ferland, Raymond A.; DiMaria, Joseph P.
Effective Systems To Cope with Increasing Demands and Decreasing Dollars.
PUB DATE- 27 Jan 92
NOTE- 22p.; Paper presented at the Winter Institute on Community College Effectiveness and Student Success (Jacksonville, FL, January 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; Community Colleges; Computer Software; *Cost Effectiveness; Costs; *Information Technology; Program Costs; Program Descriptions; *School Registration; Space Utilization; Systems Analysis; Technological Advancement; *Telephone Communications Systems; Two Year Colleges
IDENTIFIERS- Community College of Rhode Island

As a solution to the problem of serving large numbers of students with a small staff, the Community College of Rhode Island (CCRI) has adopted three new technologies to advise and register students and respond to telephone inquiries. The first of the technological innovations is TELUS, a telephone voice response registration system offered as an option to in-person and mail-in registration and designed to make registration a simple, efficient, cost-effective process. The second is ON COURSE, an automated degree audit/advisement system, designed to provide for the delivery of consistent, quality advisement relative to degree requirements and course selection. The third technology is PhoneMaster, an automated telephone notification and call routing system designed to place routine calls while personnel concentrate on calls that demand individual attention. A fourth tool, currently under consideration, is Schedule 25, a software package designed to automate space allocation for courses. This description of CCRI's new technologies provides for each: (1) an overview of the function of each technology; (2) the methods under which the college

Variables; Questionnaires; Student Evaluation; *Student Placement; Tables (Data); Test Results; Test Use; *Test Validity; Two Year Colleges
IDENTIFIERS- *Mathematics Diagnostic Testing Project CA

In 1992, a study was conducted at Golden West College (California) to determine the predictive validity of the Math Diagnostic Testing Project (MDTP) tests. A total of 1,137 students were tested in-class; 601 took the Algebra Readiness test, 376 took the Elementary Algebra test, and 160 took the Intermediate Algebra test. Two correlation coefficients indicating predictive validity were computed for each course (in the first correlation withdrawals were converted to failing grades, and in the the second withdrawals were deleted from the analysis). Only minor differences existed between the validity coefficients computed with the two approaches. The median predictive validity value across all levels was .37, which exceeded the standard established by the California community colleges. The utility of the test scores as predictors of student performance was also supported. A subsequent goal of the study was to determine how best to use the tests for making placement recommendations by identifying cutscores. The primary method for establishing cutscores involved comparing success rates for contrasting groups over a range of scores. The recommended cutscores were able to discriminate with a degree of confidence between students in the sample who were ultimately successful or unsuccessful. Data regarding factors that might also serve as predictors of success in mathematics courses, such as the reported grade earned in the student's last math course and the grade expected in the current course, were gathered by a questionnaire. As independent predictors, evidence indicated that these two indicators would serve approximately as well as would objective test scores. Attachments provide the initial student survey and a discussion of the adoption of revised placement rules. (JMC)

ED 345 783 JC 920 263

Isonio, Steven
Eligibility for Freshman Composition and Success in Introductory Psychology.
PUB DATE- Aug 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Community Colleges; Correlation; *Freshman Composition; *Grades (Scholastic); *Introductory Courses; Prerequisites; *Psychology; Statistical Analysis; Student Placement; Tables (Data); Two Year Colleges

In 1991, a study was conducted at Golden West College (California) to determine whether there was a significant relationship between eligibility for English 100, a university-transferable writing course, and success in Introductory Psychology. The sample consisted of students appearing on first-day rosters of Introductory Psychology classes in the fall 1990 semester. The grades of these students were compiled from course grade lists, and data on assessment test scores and previous experience with English writing courses were obtained from student records. Of the 349 students in the sample, 164 (47%) were eligible for English 100, while 185 (53%) were not. Overall, slightly less than half (171 or 48.9%) ultimately completed the course with a passing grade. There was a assessment conducted by Washtenaw Community College (WCC), located in Ann Arbor, Michigan. In addition, 21 local businesses employing technical writers were surveyed, yielding a 76% response rate. Data were analyzed by frequency distributions and narrative response content analysis. Highlighted findings included the following: (1) in 1985, 650 technical writers were employed in Michigan; (2) 61.9% of the survey respondents were currently hiring technical writers; (3) respondents unanimously agreed that there was a growing need for technical writers; (4) annual salary ranges for entry-level technical writers were between $23,232 and $42,857; (5) 60% to 70% of respondents preferred employees to have prior related work experience (in engineering), prior technical writing experience, or a bachelor's degree in English, Journalism, Communications or a specialized technical field; (6) given that the technical writing field encompassed a broad spectrum of diverse markets, the proposed program should allow for a variety of specialization areas; (7) the associate degree was seen as a minimal entry requirement, with a bachelor's degree necessary for any significant advancement; and (8) demand for technical writers in southeastern Michigan was in the automobile, manufacturing and computer information sectors. Appendixes provide an outline of the curriculum for the proposed program, and survey instruments and responses for both WCC and OCC. (JSP)

ED 345 800   JC 920 280

International Business Program Needs Assessment.
PUB DATE- Feb 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; Community Colleges; *Employer Attitudes; Employment Projections; *International Trade; Job Training; *Labor Market; *Labor Needs; Needs Assessment; Occupational Surveys; Program Proposals; Questionnaires; Two Year Colleges

In 1991, a study was conducted by Oakland Community College to evaluate the need for a proposed International Business program. General information was obtained from a literature search, various governmental and public interest agencies involved in international business, and other southeast Michigan community colleges. In addition, a survey was sent to 167 businesses in the greater Detroit area, yielding a 34% response rate. Highlighted findings included the following: (1) the unification of Europe, the growth of capitalism in Eastern Europe and the U.S./Canadian Free Trade Agreement were expected to have long-term positive effects on America's international trade economy; (2) U.S. exports increased by over 76.5% between 1986 and 1989, with Michigan's exports totaling almost $14.9 billion by 1989; (3) the percent of U.S. jobs directly connected to international trade had increased by 13% since 1974; (4) 37.5% of the survey respondents were currently hiring employees in international business, and less than half expected to be hiring in the next 5 years; (5) prior related work experience was the preferred employment credential by 59.4% of respondents, while 40.6% preferred or required a bachelor's degree, and 37.5% preferred or required an associate degree; (6) 63% felt that there was a need for individuals with an associate degree in international business; and (7) over the past 6 years, five community colleges in Michigan had

(150)
DESCRIPTORS- *Academic Persistence; College Freshmen; Community Colleges; Courses; Program Evaluation; *School Holding Power; *School Orientation; *Student Adjustment; *Study Skills; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Freshman Success Courses

Researchers have begun to analyze community college retention data in terms of students' stated objectives upon entry. By categorizing students based upon their most important reason for attending college, meaningful follow-up and assessment of students' goal attainment can be conducted. Program evaluation studies have produced evidence that student goal attainment is positively influenced by precollege orientation and the freshman success course. Precollege orientation is a valuable form of anticipatory socialization, that is, a process through which individuals come to anticipate correctly the values, norms, and behaviors they will encounter in a new social setting. Effective precollege orientation programs provide students with: (1) descriptions of college program offerings; (2) the college's expectations for students; (3) information about assistance and services for examining interests, values, and abilities; (4) encouragement to establish working relationships with faculty; (5) information about services that help with adjustment to college; and (6) financial aid information. The freshman success course typically includes topics which are highly correlated with academic persistence, such as managing time, memory techniques, writing test answers and course papers, and coping with overload and anxiety. Empirical studies undertaken at Bronx Community College (New York), Phillips Community College (Arkansas), and Miami-Dade Community College (Florida) provide evidence that the freshman success course effectively promotes retention. (JMC)

ED 345 817   JC 920 302

Rookstool, Judy
International Education/International Business: A Model for Cooperation.
PUB DATE- Jul 92
NOTE- 11p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (4th, Chicago, IL, July 19-22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Business Education; Community Colleges; Courses; Cultural Context; *Directories; Economic Development; *Educational Opportunities; Foreign Countries; Intercultural Communication; *International Trade; Program Descriptions; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *San Jose City College CA

In order to strengthen cooperation among institutions of higher education and businesses with global connections in Silicon Valley, a project was undertaken by San Jose City College to compile a list of the internationally oriented business-related courses available at local institutions and identify existing gaps in the curricula. Information gathered from all institutions of higher education in the Silicon Valley was printed in an International Education Directory, developed specifically for businesses. The directory was sent to

The theme of the 1990 meeting of the Ministers of Education of the Commonwealth of Nations was improving the quality of basic education. Basic education was defined as "the activities of primary and junior secondary schools, and of programmes of out-of-school education at an equivalent level, both for children and for adults." This preconference briefing presents two papers on curriculum reform. The first paper, "Improving the Quality of Basic Education through Curriculum Development and Reform," by Kazim Bacchus, highlights constraints on the improvement of educational quality, the contribution of curriculum, and strategies for introducing curriculum reform. It argues that any effort to improve quality must begin with a clear definition and prioritization of the goals of basic education. Increased involvement of local communities and teachers in the development of school-based curricula and the preparation of materials are recommended. The second paper, "Improving the Quality of Education: A Case Study of Curriculum Innovation in Malaysia," by A. A. Aziz and others, begins by describing features of Malaysia's new primary and junior secondary curriculum, focusing on implementation processes. Issues surrounding the teaching-learning process, development of materials, teacher preparation, and school management are examined. The article highlights the importance of teacher and community involvement in the change process and describes strategies used in Malaysia to ensure the implementation of a relevant curriculum. These strategies include decentralized management structures, localized production of curriculum materials, and the establishment of community-schools projects. (AC)

ED 345 834 PS 020 448

Johnson, Jessie
Language Development Component: All Day Kindergarten Program 1990-91. Final Evaluation Report. Elementary Secondary Education Act--Chapter 1.
PUB DATE- 4 Feb 92
NOTE- 24p.; For the 1989-90 report, see ED 329 362.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; *Full Day Half Day Schedules; *Kindergarten; *Kindergarten Children; *Language Enrichment; Listening Comprehension; *Parent Participation; Primary Education; Program Evaluation; *Reading Achievement; School Readiness; Standardized Tests; Underachievement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act

The All-Day Kindergarten (ADK) Program was implemented in the Columbus (Ohio) Public Schools in January 1972 to provide a full day of instruction to prepare underachieving kindergarten pupils for first grade. The ADK is an individualized, language-based program that reinforces the skills, concepts, and educational experiences taught in the regular kindergarten classrooms. Starting in October 1990, the ADK was evaluated in terms of student gains in reading and oral comprehension skills and the participation of parents in their children's education. The evaluation was based on data from standardized achievement tests, pupil census logs, pupil data sheets and rosters, and parent involvement logs. It was found that the program served 646 pupils for an average of 14 hours of instruction a week. A total of 399 students attended at least 104.8 days or 80% of the entire instructional period. Over 75% of students with 80%

542 and PS 020 549.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Care Occupations; Costs; *Day Care; Definitions; Early Childhood Education; *Educational Quality; Evaluation Criteria; Federal Legislation; *Federal Regulation; *Government Role; Local Legislation; Parent Role; *Public Policy; *Research Problems; State Standards
IDENTIFIERS- *Quality Indicators

The purpose of this meeting, one of a series of family impact seminars was to explore definitions of quality in child care and the ways in which quality can be encouraged. The seminar was held in response to a number of child care bills under consideration by the 101st Congress that reopen the issue of federal regulation of child care. This document contains two parts: (1) highlights of the seminar; and (2) a background briefing report in eight sections prepared before the meeting. The first part, summarizes comments by panelists Ann Segal, Barbara Willer, Linda Eggbeer, and Ellen Kisker. The second and main part of the document is the briefing report. It begins with a section titled "The Policy Questions," which provides an overview of such policy issues as the role of the government, strategies for improving quality, costs, and the effects of stronger efforts at regulation. The next section, "What is Meant by 'Quality' in Child Care?" outlines nine components of child care quality, including good health, nutrition and safety practices, high staff-child ratios, and cultural and ethnic sensitivity. Also considered is the topic of children with special needs. Discussion of the question, "What Does the Research Tell Us?" covers recent studies that attempt to measure the effects of quality in child care, parents' attitudes about desirable program characteristics, the quality of service currently available, and the cost of high quality child care. The section titled "How Can Quality in Child Care Be Assured and Encouraged?" provides a history of federal, state, and local regulations, and reviews new national standards. The final section addresses "Nonregulatory Strategies," such as program accreditation, child care teacher education and training, resource and referral agencies for parents as consumers, increases in child care workers' salaries, and the legitimization of family day care. A total of 29 references, and information on 10 organizational resources, are included in the final 2 sections. (AC)

ED 345 852 PS 020 544

Ayres, Mary Jo
Teachers' Opinions Concerning Immature Children and Their Promotion to First Grade.
PUB DATE- Mar 92
NOTE- 30p.; Paper presented at the Annual Conference of the Southern Association on Children under Six (43rd, Tulsa, OK, March 23-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Age Differences; *Elementary School Teachers; *Grade 1; Individual Development; Kindergarten; *Maturity (Individuals); Primary Education; Private Schools; Public Schools; Questionnaires; *School Holding Power; *School Readiness; *Teacher Attitudes

the following conclusions: (1) A developmentally appropriate program focuses on activities that are appropriate for the child's age and involve interaction with objects, other children, and adults; (2) A developmentally appropriate full-day schedule benefits children academically and socially, especially children from low socioeconomic or educationally disadvantaged backgrounds; (3) Teachers prefer full-day to half-day scheduling; (4) Parents react favorably to the full-day schedule; (5) Start-up costs can be offset by increased state aid for all-day students, reduced transportation costs, and increases in enrollment; and (6) Full-day kindergarten may reduce long-term costs for special and remedial education. A list of eight annotated references is appended. (GLR)

ED 345 869 PS 020 581

Kagan, Sharon L.; And Others
Family Education and Training: Obstacles, Opportunities, and Outcomes for Low-Income Mothers. Report No. 4.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 229p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Development; Adult Learning; Adult Literacy; Adult Vocational Education; Career Development; *Child Care Occupations; Employment Programs; *Federal Programs; *Job Training; *Low Income Groups; *Mothers; *Parent Education; Parenting Skills; Program Descriptions; Training; Welfare Services

This report presents the results of the first year of a 5-year project designed to investigate the impact of child care training programs on the employability of low-income women and assess the impact of such training on these women's parenting skills. The first year of the project was spent reviewing the literature. This report of the project and its literature review is divided into five sections. Section 1 studies the population of low-income women. Topics include theories of adult and adolescent development and learning, and women's career development. Section 2 chronicles the history of federal employment and training policies, vocational education efforts, and welfare programs. Section 3 examines programs designed to train low-income women for general employment and for child care occupations; compares the training of individuals for the child care field and for parenthood; and discusses parent education. Section 4 considers issues germane to the implementation of job training and parenting programs. These issues are: (1) child care worker supply and demand; (2) career ladders in the child care field; and (3) the funding of training programs. Section 5 summarizes the information gathered in the literature review and discusses its implications for future training and parent education efforts. A reference list of more than 300 items is provided. (BC)

ED 345 870 PS 020 600

Healthy Children 2000: National Health Promotion and Disease Prevention Objectives Related to Mothers, Infants, Children, Adolescents, and Youth.
PUB DATE- Sep 91

IDENTIFIERS- Northern Illinois University Taft Campus

This guide provides information about an 8-day outdoor education experience required for third-year teacher education majors at Northern Illinois University (NIU). The residential program is held at the Lorado Taft Field Campus of NIU. The guide addresses the values of outdoor education and the benefits for both teachers and students. General information concerning the residential experience is provided. Course objectives are: (1) to become more familiar with the concept of outdoor education; (2) to become acquainted with the Lorado Taft Field Campus and its resources; (3) to discover outdoor activities and teaching techniques; (4) to develop positive attitudes about the outdoors; (5) to get to know one's self and peer group; and (6) to gain an understanding of residential outdoor education. Participants choose from a curriculum consisting of experiences in natural resource identification, ecology, map and compass, environmental values, and other subject matters related to student interests. A sample outdoor education schedule and a list of activities are presented, including the study of trees, "color poetry," and bird study. Also included is a list of what students need to bring for the experience; conservation practices to maintain the natural habitat of Lorado Taft; and tasks to be completed by students before leaving the campus. (LP)

ED 345 888 RC 018 654

White House Conference on Indian Education (Washington, D.C., January 22-24, 1992). Public Law 100-297, April 28, 1988, as Amended: Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. Part E: The White House Conference on Indian Education.

PUB DATE- Jan 92

NOTE- 32p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *American Indian Education; *Educational Change; Educational Legislation; Elementary Secondary Education; Federal Government; Federal Indian Relationship; Federal Legislation

IDENTIFIERS- *Hawkins Stafford Act 1988; *White House Conference on Indian Education

This document consists of the section of the Hawkins-Stafford Act mandating the White House Conference on Indian Education and the program/agenda of the conference that resulted from this legislation. The program, entitled, "Honoring Tradition...Inspiring Change," includes the conference timetable, topics of workgroup sessions, workshop strategy and process, lists of state and regional committee contacts and conference task force members, lists of conference supporters, and guiding principles for the development of educational change. These principles are related to government responsibilities, the federal-Indian relationship, tribal and community involvement, educational partnerships, lifelong learning, equal education, and innovation. The text of Part E of the Hawkins-Stafford Act gives the rationale and authorization for the White House Conference and contains provisions concerning characteristics and selection of participants, establishment and functions of the conference task force, federal agency cooperation, nature of the final report, composition of a congressional advisory committee, conference administration, acceptance and disposition of gifts enable people to face and deal with the complex situations that arise when a service organization works to learn how to assist people to make better lives for themselves. This paper discusses three activities of leadership to improve service quality: (1) shaping direction through vision; (2) identifying distinctive contributions by clarifying legitimate purposes of services for people who need long-term assistance; and (3) guiding daily work on problems by defining the accomplishments of effective services. The paper seeks a vision of inclusive community, which points in a different direction than a vision of human services that meet all needs within their buildings and boundaries, and thereby provides an alternative to bureaucratic control mechanisms. (16 references) (JDD)

ED 345 453 EC 301 214

Corthell, David W., Ed.
Human Resource Systems (HRS) in Rehabilitation: A Catalyst for Performance and Change. Institute on Rehabilitation Issues (18th, Memphis, Tennessee, October 1991).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 91
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Change Agents; *Change Strategies; Cultural Differences; Delivery Systems; *Disabilities; *Human Resources; Individual Development; Labor Force Development; *Leadership; *Organizational Development; Program Development; Social Attitudes; Social Values; Staff Development; Vocational Education; *Vocational Rehabilitation

The purpose of this book is to aid vocational rehabilitation professionals in maximizing human resource capacities. It is intended to help build a delivery system based on needed skills and attitudes among its work force, through integration of various human resource components. The book proposes that in order for rehabilitation agencies to succeed, all managers must function as leaders, and leaders must adopt the Human Resources Systems (HRS) approach. This approach presents the viewpoint that responsible, dynamic change in a rehabilitation agency values individual and organizational growth. The book provides strategies and guidance on how to effectively address opportunities, needs, and challenges in rehabilitation agencies. The outcome of all this will relate agency/staff responsiveness to the needs of persons with disabilities, to the quality of services, and to the efficiency and effectiveness of the human service delivery system. Four major challenges to the rehabilitation system are discussed: cultural diversity, new rehabilitation professionals, new knowledge and skills, and changing societal values and attitudes. Following an introductory chapter, other chapters discuss: implications for human resources of the changing work force and the changing work place; philosophy, purpose, components, and opportunities of human resource systems; human resource planning; human resource management; human resource development based on a philosophy of individual growth; leading through organizational change; and specific recommendations to key constituencies within the state-federal rehabilitation program. The book concludes with a case study and a glossary. References value of education; (2) Filipinos and Asians regard the family as their supreme value, child-rearing practices center on filial piety, education is highly valued, and disability provokes either favorable or unfavorable reactions from Filipinos and other Asians; (3) successful interventions commonly used with Asians are establishing trust and credibility, and directive and family dynamics counseling. The proposed counseling framework, which has undergone only the analysis and design phases of development, relates three major concerns: stages of parental reaction upon learning that their child has a disability, the Filipino values affected and involved during each stage of parental reactions, and the counseling interventions that can be utilized at each stage. An appendix offers more details about the project, especially the counseling interventions suggested. (60 references) (JDD)

ED 345 471 EC 301 233

Kupper, Lisa, Ed.
Reading and Learning Disabilities: A Resource Guide. NICHCY Briefing Paper.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Adults; Children; *Educational Diagnosis; Elementary Secondary Education; *Intervention; *Learning Disabilities; Organizations (Groups); Parent Role; *Reading Difficulties; *Resources

This information brief describes some of the most common learning disabilities that can cause reading problems and lists organizations that can provide help. The paper first looks at types of learning disabilities in children and youth, categorized as input, integration, memory, and output disabilities. Methods of detecting and treating learning disabilities are explained. The paper then offers suggestions for parents in how to help their school-age children learn, and offers considerations for adults with reading and learning problems, including a description of the diagnostic process for adults. The paper's final section lists 13 readings for parents, 7 readings for adults, 18 readings for educators and other service providers, 9 national clearinghouses and government agencies, 7 national learning disabilities organizations, and 4 national literacy organizations. (JDD)

ED 345 472 EC 301 234

Choice Protocol: A Document To Help Plan and Carry Out Meetings between Persons with Disabilities and Those Who Are Responsible for Assisting Them in Making Choices about Their Future Services.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- 91
NOTE- 13p.; Developed through the Choice & Integration Project. For a related document, see EC 301 235.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

thought. First, the traditional model for immersion research, implemented in a Montreal (Canada) suburb is examined. Then three studies of the influence of affective variables in immersion program success are examined, and it is noted that no theoretical overview of the importance of the affective aspects is known. Theorists and researchers considering the social facet of the immersion process and two works on the interrelationship between social and affective factors in the immersion setting are discussed next. Finally, Stephen Krashen's monitor model is compared with the others, and found to be the most relevant to immersion theory. A 27-item bibliography is included. (MSE)

ED 345 492 FL 019 509

Moragne e Silva, Michele
A Study of Composing in a First and a Second Language.
PUB DATE- 88
NOTE- 21p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Adults; Case Studies; Comparative Analysis; *English (Second Language); Language Research; Portuguese; *Second Languages; Uncommonly Taught Languages; *Writing (Composition); *Writing Processes

A 6-month case study of one adult composing in both his native and second language was undertaken to examine the complexity of second-language composing and the relationship between processes in the two languages. Two thinking-aloud protocols were collected from the subject, who was composing in response to a writing task. The first data were collected in his second language, English, and the second set was collected in his first language, Portuguese, 6 months later. After each task, he was interviewed about the task and his composition. Protocols and interviews were transcribed and coded for specific writing processes (translating and reviewing) and subprocesses (generating, goal-setting, evaluating, revising). Striking similarities were found in the processes used in the two languages, with the overall goals-to-text model evident in each. Initial problem representation and high-level goal structure were clear. Differences occurred in the efficiency of attaining these goals. Difficulties in reaching high-level second-language goals occurred because of occasional inability to translate, some low-level skills that were not fully automatic, and difficulty in structuring first-language knowledge in a second-language format. Additional research is recommended. A 26-item bibliography is included. (MSE)

ED 345 493 FL 019 612

Eichel, Bette
Computer-Assisted Cloze Exercises in the Adult ESL Classroom: Enhancing Retention.
PUB DATE- 89
NOTE- 15p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Adult Students; Classroom Techniques; *Cloze Procedure; Community Colleges; *Computer Assisted Instruction; *English (Second Language); Instructional Effectiveness;

PUB DATE- 92
NOTE- 30p.; For a related document, see FL 020 178.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; Educational Environment; *English (Second Language); Foreign Countries; *Language Tests; Secondary Education; Second Language Instruction; Second Language Learning; *Standardized Tests; Teaching Methods; *Testing
IDENTIFIERS- Impact Studies; *Sri Lanka; *Teaching to the Test

A study in Sri Lanka concerning the effects of second language tests, specifically the O-Level examination in English as a Second Language, on classroom language instruction is reported. The study investigates the phenomenon of washback or backwash, the influence of testing on instruction. It is cited as the only known research investigating washback in language education through classroom observation. The study was conducted at the secondary school level, and combined classroom observation with data from interviews, questionnaire responses, and test analyses to determine whether washback exists, to what degree it operates, and whether it is a positive or negative force in this educational context. The report gives background information on the project; discusses the characteristics of positive and negative washback in terms of instructional content, instructional methods, and techniques, and assessment and presents the results of two rounds of classroom observation. It is concluded that washback occurred in both positive and negative forms, to some degree, in teaching content, but not in methodology. Evidence of washback, both positive and negative, on the way teachers and local education officers design tests was also found. An 11-item bibliography is appended. Further research is recommended. (MSE)

ED 345 513 FL 020 178

Alderson, J. Charles; Wall, Dianne
Does Washback Exist?
PUB DATE- Feb 92
NOTE- 23p.; Paper presented at a Symposium on the Educational and Social Impacts of Language Tests, Language Testing Research Colloquium (February 1992). For a related document, see FL 020 177.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Educational Environment; Educational Research; Educational Theories; Foreign Countries; Language Research; *Language Tests; *Learning Processes; Literature Reviews; Research Needs; Second Language Instruction; *Second Languages; *Testing
IDENTIFIERS- Nepal; Netherlands; *Teaching to the Test; Turkey

The concept of washback, or backwash, defined as the influence of testing on instruction, is discussed with relation to second language teaching and testing. While the literature of second language testing suggests that tests are commonly considered to be powerful determiners of what happens in the classroom, the concept of washback is not well defined. The first part of the discussion focuses on the concept, including several different interpretations of the phenomenon. It is found to be a far more complex topic than suggested by the basic washback hypothesis, which is also discussed and outlined. The literature on education in general is then reviewed for additional

Educational Trends; Error Correction; *Language Acquisition; Language Proficiency; Language Research; *Language Teachers; Learning Processes; *Linguistic Theory; Second Language Instruction; *Second Language Learning; *Second Languages; Teacher Education; *Theory Practice Relationship; Trend Analysis

A discussion of the relationship between second language acquisition (SLA) and foreign language learning (FLL) focuses on how theory influences language teaching. It is noted that SLA research has brought new interest in teaching materials and methodologies to many in the foreign language profession, but that there are also many who, impatient with efforts to define constructs, elaborate theories, and build a research base, are ready to accept simple solutions to complex problems. Current debate over the appropriateness of proficiency guidelines and renewed emphasis on error correction are illustrative of this trend. More positively, there are widespread efforts to modify and expand existing programs to reflect current second language learning theory. FLL researchers are looking increasingly at the classroom as a language learning environment and participating in research-oriented language teacher education programs, and opportunities for publishing related research findings are growing. On the other hand, while the field of SLA research is expanding, classroom learning has not been a significant focus. It is concluded that the foreign language profession has already benefitted from SLA research, but that SLA research must increase its attention to the classroom learning context and develop relevant theory. (MSE)

ED 345 534 FL 020 230

VanPatten, Bill
Theory and Research in SLA and FLL: On Producers and Consumers.
PUB DATE- 88
NOTE- 13p.; For the complete volume, see FL 020 221.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Classroom Environment; Comparative Analysis; Educational Research; Interprofessional Relationship; *Language Acquisition; Language Research; Language Teachers; *Linguistic Theory; Researchers; Research Needs; *Second Language Learning; *Second Languages; Teacher Attitudes; *Theory Practice Relationship

Currently, the relationship between second language acquisition (SLA) and foreign language learning (FLL) is unidirectional, with theory and hypotheses flowing from SLA to FLL, and making FLL a subset of SLA. However, this relationship is an artificial one resting on debatable or even incorrect assumptions. These include the assumptions that: (1) SLA has answers to questions about language acquisition; (2) SLA has a truly cross-linguistic perspective; and (3) acquisition is not a research domain of the foreign language profession. The foreign language profession must cease to become simply a consumer of SLA research and theory and become an active contributor. Further, it can be argued that some questions in SLA can be answered best by researching foreign-language, not second-language, learners. In practical terms, English-as-a-Second-Language and foreign language teachers need to seek ways to interact so common aspects of non-primary language teaching can be delineated and pursued jointly. In empirical endeavors, researchers need to cross fields and test hypotheses in other contexts. (MSE)

Gender and Participation in Computer-Mediated Linguistic Discourse.
PUB DATE- Jan 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Philadelphia, PA, January 9-12, 1992). "Filled" type may copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Oriented Programs; Discourse Analysis; Discussion; *Group Dynamics; *Group Membership; *Interpersonal Communication; *Sex Differences; Student Participation; *Teleconferencing

A study examined the claim that computer-mediated discussion groups, also known as "lists," "conferences," or "bulletin boards" in which individuals contribute electronically to an ongoing exchange of information and ideas within a field of common interest, affect participation by women. Examination of the claim was accomplished by analyzing patterns of participation in the LINGUIST list, a computer-mediated linguistics discussion group containing over 1,800 subscribers internationally. While 46% of the regular members of the 1991 Linguistic Society of America were women, women comprise only 36% of LINGUIST subscribers. During a 2.5 month period, 71 messages, by 42 contributors, initially centered on the term "cognitive linguistics" were analyzed. The number of women contributors, number of contributions by gender, average words per contribution, and total words contributed were examined. An anonymous survey was conducted on the list concerning reasons for female nonparticipation in the discussion. Results of the discourse analysis and survey suggest that while both men and women respond negatively to adversarial discourse such as this one, women respond differently on the basis of their negative reactions, producing less adversarial discourse and participating less in adversarial exchanges altogether. It is concluded that gender-based communication preferences may inhibit women from participating in even professionally beneficial activities. Adoption of the rhetoric of male success is seen as a more participatory alternative. The survey form is appended. (MSE)

ED 345 553 FL 020 343

Dixon, Richard
The Strategies of the Successful Listener: Classroom Implications.
PUB DATE- 92
NOTE- 16p.; Paper presented at the Cincinnati Conference on Romance Languages and Literatures (10th, Cincinnati, OH).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Curriculum Design; Higher Education; *Language Processing; *Learning Strategies; *Listening Comprehension; *Listening Skills; Second Language Instruction; Second Language Learning; *Second Languages; Self Evaluation (Individuals)

Learning strategies are the steps taken to facilitate acquisition, storage, retrieval, and use of information. Although this process is common to all learners, researchers have found that good second language learners consciously use

Japanese, Latin, Russian, Spanish) are offered in high schools. It is concluded that the two critical program needs are quality teachers, especially master teachers, and instructional technology, primarily audiovisual. A series of tables giving foreign language enrollment data is appended. (MSE)

ED 345 572 FL 020 411

Lucas, Alice
The Magic Crossbow = Chiec No Than. A Traditional Vietnamese Folktale Told in English and Vietnamese and Teacher Discussion Guide.
SPONS. AGENCY- Zellerbach Family Fund, San Francisco, Calif.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- Vietnamese; English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Instructional Materials; Class Activities; Classroom Techniques; *Cultural Context; Elementary Secondary Education; English; *Folk Culture; *Literature Appreciation; Student Motivation; Teaching Guides; Uncommonly Taught Languages; *Vietnamese; *Vocabulary Development
IDENTIFIERS- *Magic Crossbow (The)

The Vietnamese folk tale "The Magic Crossbow" is presented in English (left page) and Vietnamese (facing right page), with an accompanying teacher's guide. The heroic story is based on true events in Vietnam during the 3rd century B.C. The teacher guide offers suggestions for classroom use of the folk story. It begins with specific performance objectives for using bilingual folk tales and some general ideas for integrating literature with language in the classroom. The second section of the guide offers background information about the geography, history, and culture of Indochina. The third section provides background information specific to the story, including information about Vietnamese names and additional readings. The subsequent section outlines ideas for whole-class and small-group teaching with this story, including pre-reading activities, motivational exercises, and vocabulary development activities. Finally, a student worksheet provides question-and-answer retention, comprehension, and discussion exercises and one dialogue-writing exercise to be used with a tape recording of the story. The tape recording is not included. (MSE)

ED 345 573 FL 020 412

Neak, Touch; Lucas, Alice
The Mountain of the Men & the Mountain of the Women. A Traditional Cambodian Folktale Told in English and Khmer and Teacher Discussion Guide.
SPONS. AGENCY- Zellerbach Family Fund, San Francisco, Calif.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- Cambodian; English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

Education; *Labor Education; Labor Force; *Nontraditional Education; Postsecondary Education; *Public Policy
IDENTIFIERS- Organisation for Economic Cooperation

This paper identifies issues currently arising in efforts to coordinate public policy concerning competing sectors of postsecondary education in the Organisation for Economic Cooperation and Development Countries (OECD). It is presented as a result of the OECD's advisement that these industrialized countries need to further strengthen education and training of the labor force. The issues center on questions relative to student accessibility, emergence of a third sector based largely on propriety education, and "the blurring of institutional boundaries" between traditional non-university sectors coupled with the trend toward vocationalism characteristic of new configurations of higher education provision. It is noted that government-sanctioned public policies, not market forces exclusively, should guide the formation of comprehensive and total post-secondary provision, especially as the policies of industrialized countries center on the articulation of competing sectors involved in little-noted realignments of function and purpose. The database for the paper is composed of studies from the following OECD countries: Australia, Austria, Canada, Finland, France, Western Germany, Japan, the Netherlands, New Zealand, Norway, Sweden, the United Kingdom, and the United States. (GLR)

ED 345 592 HE 025 372

Wilmouth, David
Should the SAT Be a Factor in College Admissions?
PUB DATE- 28 Mar 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Admission Criteria; *College Admission; *College Entrance Examinations; Economically Disadvantaged; Females; Higher Education; High Schools; Minority Groups; Scores; Selective Admission; Test Bias; Test Coaching; Test Content; Test Reliability; Test Results; *Test Use; Test Wiseness
IDENTIFIERS- *Scholastic Aptitude Test

This paper examines the controversies surrounding the Scholastic Aptitude Test (SAT) and its use in college admissions policies. An early section reviews the history and development of the test. Next the essay reviews a series of challenges to the SAT: many argue that the structure of the examination is biased against women and minorities. Others argue that the test serves to screen out those with certain educational or economic backgrounds. The discussion goes on to look at the costs of taking the test as well as costs that some students incur in coaching and instruction and preparation time, the effect of the SAT on admissions decisions, and the failure of SAT to provide colleges with information that helps them to find candidates of high academic quality or students that will tend to complete more years of college. The defense of the exam is then advanced, namely that the SAT provides a measure of generalized ability needed for most post high school education, and that a student's background may be very diverse given that the student studies academic courses and takes mathematics classes in preparation for college. Other arguments in favor of the SAT are advanced. Seven references are included. (JB)

ED 345 593 HE 025 474

description of ABOR system goals notes three goals: (1) increase of new resident minority student enrollment at a compounded rate of 10 percent per year through fall 1992, (2) a 50 percent increase in the number of resident minority students receiving a Baccalaureate degree by 1993, and (3) targets established by each university to reach the system goals. The body of the report consists of three sections. Section One contains an analysis of under-represented ethnic minority participation in the Arizona University System (Arizona State University, Northern Arizona University, and the University of Arizona). Its focus is on enrollment and degree awarding. Section Two discusses the various programs supporting minority students, including financial aid programs and programs created at the institutional and state level. Section Three conducts a comparison of minority student representation in the Arizona University System and Arizona's General Population Distribution. (Author/JB)

ED 345 612 HE 025 507

Hart, Ann Weaver; Naylor, Kerrie
A Meeting of the Minds, So To Speak. The Organizational Socialization of Clinical Faculty.
PUB DATE- 24 Apr 92
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Culture Conflict; *Educational Administration; Higher Education; *Industrial Psychology; Organizational Change; *Organizational Climate; Research Universities; *Schools of Education; Social Adjustment; *Socialization; State Universities; *Student Teacher Supervisors
IDENTIFIERS- University of Utah

A study was done of the social processes accompanying the integration of a program in educational administration into the clinical faculty of an education department at the University of Utah. The study examined the conflict and ambiguity that accompany change as well as the clash of professional culture between educational practice and the academy. Over 5 months, data were gathered that included unstructured observations conducted during academic faculty meetings, clinical faculty orientation and training sessions, academic and clinical faculty meetings, documents from the department of educational administration, and interviews. Data analysis followed established standards of rigor for qualitative research. The analysis also resulted in a modification of the framework with which the study started as academic department culture differed from field or practitioner orientation. Data seemed to support the findings that the department is experiencing pressures from a critical mass of newcomers, that socialization remains in the early stages, that contradictory definitions of isolation and autonomy remain strong, that research and publication hold different values for clinical and academic members, that all faculty value creativity, and that clinical faculty express greater conflict over the meaning of expertise. Included are 33 references. (JB)

ED 345 613 HE 025 508

conflict can be characterized as significantly more stressed in every stress factor than those chairs with medium or low perceived role conflict. The finding that relief from the occupational stress experienced by chairs is highly correlated with reduced conditions of role conflict and role ambiguity is viewed as the most significant finding of the study. An appendix contains the rank order of DCSI items. Contains 28 references. (GLR)

ED 345 631 HE 025 526

Hartman, Joan E., Ed.; Messer-Davidow, Ellen, Ed.
(En)Gendering Knowledge: Feminists in Academe.
PUB DATE- 91
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; College Faculty; *Epistemology; Essays; *Feminism; Higher Education; Inquiry; *Intellectual Disciplines; Research; *Scholarship; *Social Bias; Social Change; Sociology; Values; *Women Faculty

This book summarizes the major conceptual dilemmas facing feminist intellectuals in academia today. It shows how scholars in very different disciplines can draw on particularities of race, class, ethnicity, sexuality, gender, and voice to enrich and contextualize the knowledge they produce. Examined are agency, perspectives, value judgments, disciplinary selections, and academic knowledge and social change as key elements in the production of knowledge. Articles and authors are as follows: "Telling Stories: The Construction of Women's Agency" (Joan E. Hartman); "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought" (Patricia Hill Collins); "Women and Other Strangers: Feminist Perspectives in Classical Literature" (Kathryn J. Gutzwiller, Ann Norris Michelini); "Seeing, Reading, Knowing: The Lesbian Appropriation of Literature" (Bonnie Zimmerman); "Who Knows?: Identities and Feminist Epistemology" (Sandra Harding); "Whose Research Is This?: Values and Biology" (Ruth G. Doell); "Contingencies of Value in Feminist Anthropology" (Micaela di Leonardo); "Black Woman Scholar, Critic, and Teacher: The Inextricable Relationship among Race, Sex, and Class" (Joyce A. Joyce); "Who Wants To Know?: The Epistemological Value of Values" (Naomi Scheman); "Toward a Post-Phallic Science" (Denise Frechet); "The Art Historical Canon: Sins of Omission" (Nanette Salomon); "Mastery" (Angelika Bammer); "Making Knowledge" (Kathryn Pyne Addelson, Elizabeth Potter); "Know-How" (Ellen Messer-Davidow). (GLR)

ED 345 632 HE 025 527

Ball, Christopher, Ed.; Eggins, Heather, Ed.
Higher Education into the 1990s: New Dimensions. To Commemorate the Jubilee of the Society for Research into Higher Education, 1964-1989.
PUB DATE- 89
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; *Educational Change; Educational Finance; *Educational Philosophy; Educational Responsibility; Educational Strategies; *Educational Trends;

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Administration; Educational Change; Educational Trends; *Futures (of Society); *Higher Education; Information Management; Information Networks; Information Scientists; Information Services; *Information Technology; Leadership; Technological Advancement
IDENTIFIERS- *Information Age; Information Economy; Information Industry; Information Providers; Information Society

This paper looks at the information technology infrastructure which is driving a transition toward a new information/service economy and which consequently requires a "reengineering" of higher education. Following a preface, the first chapter, "Reengineering and Related Concepts in the Literature," looks at reengineering in general, the concepts involved, organizational resistance, new forms of leadership and organizational culture, empowering individuals, developing teams, setting standards for quality, building networks, and planning and management. The second chapter, "Reengineering in Higher Education," speaks of the need for reengineering including uneasiness over the rising cost of higher education, the need to respond to student consumerism, and rapid and far-reaching change as the dominant paradigm for entering the 21st century. The balance of the chapter describes the organizational culture in academe, new paradigms for higher education, dynamics of organizational growth, and critical success factors. The final chapter, "Implications of Reengineering for Information Technology Units," looks at higher education solutions to resource issues and institutional necessities in light of new types of information technology units, the possibility of broad based "buy-ins" and the growth of campput needs and expectations. A conclusion offers a vision for future higher education developments. Included is a bibliography of over 150 items. Extensive references follow each chapter. (JB)

ED 345 652   HE 025 548

Barbett, Samuel F.; And Others
State Higher Education Profiles. A Comparison of State Higher Education Data for FY 1988. Fourth Edition.
PUB DATE- May 92
NOTE- 1,061p.
LANGUAGE- English
EDRS Price- EDRS Price - MF08/PC43 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Degrees (Academic); *Educational Finance; *Educational Trends; Endowment Funds; Enrollment; Expenditures; Federal Aid; Fellowships; *Higher Education; Income; Instructional Student Costs; Salary Wage Differentials; Scholarship Funds; State Colleges; State Universities; *Statistical Data; Tax Allocation; Teacher Salaries; Two Year Colleges; Universities

This document is an annual profile on higher education for the nation presenting statistics and indicators on state involvement, support and performance in higher education. The document indexes each state's statistics to a national average and ranks states on selected statistics. The report relies primarily on data of higher education institutions collected by the Integrated Postsecondary Education Data System. An introduction suggests several general cautions in the use of the data for comparative purposes and specific caveats are presented for each state's data as necessary. Chapter 1, "The National Data," includes 13 tables which illustrate how the basic institutional data available in the report can be

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Instruction; *Cooperative Learning; Higher Education; Interpersonal Competence; Peer Relationship; Social Development; Student Attitudes; Student Participation; *Teaching Methods; Thinking Skills
IDENTIFIERS- Higher Order Learning

This paper presents an alternative instructional strategy, cooperative learning, and argues that it can help to address the recognized need for greater student participation in learning at the higher education level. Cooperative learning is presented as a complement to the traditional lecture/discussion format. The method is described as encouraging students to work together on structured learning tasks which can follow the presentation of information by the instructor or be used periodically during a presentation to allow time for students to process the content presented. Elements of cooperative learning are presented including positive interdependence, individual accountability, and social skill development. An examination of the research related to this method looks at its effect on academic achievement, higher level thinking skills, social interaction, and positive attitudinal responses. A concluding section on implementation advocates that college instructors consider adding cooperative learning to their teaching repertoire beginning with some background reading in the area, and selection of a simple structure to try before moving on to more complex activities. The paper also notes the usefulness of establishing teams within the class from the beginning of the course for efficient integration of cooperative activities. Included are 20 references. (JB)

ED 345 673 HE 025 585

Twenty Years of Managing Change: Visions of the Future. Proceedings of the CAUSE National Conference (Anaheim, California, December 3-6, 1991).
PUB DATE- 92
NOTE- 587p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Conferences; *Higher Education; Information Dissemination; *Information Management; Information Needs; Information Networks; Information Retrieval; Information Services; Management Information Systems; Telecommunications; Users (Information)
IDENTIFIERS- *CAUSE National Conference

This volume presents the proceedings of the Professional Association for the Management of Information Technology in Higher Education (CAUSE). Following an introduction and acknowledgements, a first section details the general session presentations which covered a gamut of issues from the future of information technology in the global village, to the history of economics and the transformation of higher education in the information age. The next section presents summaries of many of the professional sessions including "Ask the Expert" sessions, Current Issues discussion groups, Constituent Group meetings, Round Table meetings and Poster Sessions. The balance of the publication presents abstracts of presentations from the conference grouped in eight tracks which addressed the following topics: (1) "Strategic Planning and Management"; (2) "Managing and Leveraging the Technology Investment"; (3) "Organizing for Information Technology"; (4) "Managerial

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Grade 8; Individualized Instruction; Instructional Design; *Instructional Development; Junior High Schools; Keyboarding (Data Entry); Language Arts; *Learning Modules; *Microcomputers; Pretests Posttests; Questionnaires; Secondary Education; *Word Processing; *Writing Instruction
IDENTIFIERS- Printed Materials

This report describes the design, development, implementation, and evaluation of a learning activity package intended to enable middle school students to view and use the computer as a tool that has application in their everyday lives. Eighth grade students in two keyboarding classes used the computer as a word processing tool in the subject of language arts; teachers worked in conjunction with computer teaching specialists to develop relevant lessons for student practice. This learning activity consisted of writing a persuasive business letter and a Diamantes poem based on the story "The Man Without a Country." Results of administration of the self-paced course to 24 eighth grade students in Woodland Middle School, East Meadow, New York, indicated that the learning activity package was an effective medium for presenting the concept of using computers as writing tools. Students stated that they enjoyed learning independently and felt confident that they could use word processors in future assignments. Appended materials include copies of the learning activity package, pre- and post-learning student questionnaires, a review test, and the posttest. (27 references) (DB)

ED 345 693 IR 015 499

Development Communication Report, 1991.
PUB DATE- 91
NOTE- 93p.; For the 1990 issues, see ED 329 218.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Community Involvement; Computer Networks; *Data Collection; *Developing Nations; Development Communication; Educational Radio; *Evaluation Methods; Foreign Countries; Health Education; *Indigenous Populations; *Information Technology; Interviews; Program Descriptions; *Program Evaluation; Telecommunications

The four 1991 issues of the newsletter "Development Communication Report" are primarily concerned with the use of communication technologies in developing countries to educate the people. Evaluation is the theme of the first issue, which contains the following articles: "Evaluating Communication Programs: Means and Ends," "Making a Splash: How Evaluators Can Be Better Communicators," "Choosing the Right Tools: A Guide to Data Collection," "Communication as a Data Collection Tool," "Do's and Don'ts for Interviewers," "Designing Questionnaires," "Radio Enriquillo: An Experience with Self-Evaluation," "Who Interprets? Who Decides? Participatory Evaluation in Chile," and "Eight Ways to Make Communication Evaluation More Useful." The second issue features articles contributed by readers. It includes: "Community Communication: Getting Beyond Information Overflow, Communication Undernourishment," "Participatory Radio in Bolivia," "Harnessing a White Elephant: How an Audiovisual Facility in Malawi was Redirected To Meet Local Needs," "Picture Perfect: Generating Graphics Electronically," "Demystifying Technology through Solar Power," "Guidelines for

PUB DATE- Mar 90
NOTE- 6p.; Paper presented at the Annual Conference of the Alaska Association for Computers in Education (March 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Delivery Systems; *Distance Education; Educational Research; Higher Education; *Instructional Effectiveness; Interaction; Microcomputers; Secondary Education; *Student Attitudes; *Student Motivation; Teleconferencing; Telephone Communications Systems
IDENTIFIERS- *Audiographics

Audiographics is the merging of microcomputer graphics, telephone communications systems, and teaching strategies into a cost effective method of delivering distance education classes. The teacher creates visual images that are sent to and stored on computers at the remote sites. At the appropriate time the teacher and the remote site assistants connect all of the sites via telephone lines, an audio-bridge, and modem, enabling the teacher and the students at all of the sites to interact with each other as they could in a traditional classroom. Video interaction occurs through the computers and audio interaction through speaker phones. The cost of each site is between $3,000 and $8,500, depending on the equipment chosen. This compares favorably with costs for communication satellites ($15,000 to $25,000), or for hiring teachers to teach at each site. Research has shown that the motivational levels, attitude levels, and the quality of the learning experience were all positively affected by audiographics for both high school and college students. It is argued that audiographics is the most cost-effective, efficient, and motivation-enhancing distance education system currently available; it can be used in rural and urban schools to reduce overall operating costs by combining small classes at different schools, to increase course offerings, and to reduce time for commuting teachers; and it can even be used with home-bound students, prison inmates, and "special case" non-attending students. (10 references) (DB)

ED 345 712 IR 015 545

Henry, M. J.; Southerly, T. W.
A Comparison of the Language Features of Basic and HyperCard.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Hilton Head, SC, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); Comparative Analysis; *Computer Assisted Instruction; Computer Software; *Hypermedia; Postsecondary Education; Problem Solving; *Programing; *Programing Languages
IDENTIFIERS- *BASIC Programing Language; *HyperCard

This paper examines the structure of the Applesoft BASIC programming language and the Macintosh authoring language, HyperCard, and scrutinizes the language structures as the building blocks for moving along a chain of cognitive outcomes that culminates in the acquisition of problem solving skills which allow the programmer to learn new formal systems and transfer already learned skills to solving problems in other

IDENTIFIERS- *New York

This report focuses on the two-part mission of New York library systems and provides a vision for library systems in the 1990s and beyond. The plan's 5 goals for library systems and 18 action steps will further the dual mission: (1) serving member libraries and enabling them to improve their servcices to users; and (2) serving as a component of the statewide library network, enabling the effective functioning and continued development of the network, and sharing resources with all types of libraries through cooperation and coordination. The goals include: being responsive and accountable to system members, providing cost-effective services, assisting member libraries to become Electronic Doorway Libraries, maximizing access to library resources for New York State residents, and participating equitably in the statewide library network. This report opens with a summary of the manual; maps showing the three library systems in the state, i.e., public library systems, reference and research library resources systems, and school library systems; and a discussion of the vision for (and missions of) these library systems. A profile is then provided for each of the goals which delineates the action steps involved in its achievement and brief explanations of the action steps. Descriptions of the concept of the Electronic Doorway Library and the Statewide Library Network are included. A timetable is then given which identifies the implementation and duration of the action steps. A brief history of the development of this plan, beginning with the study of New York State's library systems conducted by King Research in 1989, concludes this report. It is noted that some action steps are slated to begin in 1991, but that staff resources at all levels and funds for travel, printing, and mailing will affect the speed with which implementation can take place. (MAB)

ED 345 730 IR 054 028

Webb, T. D.; Jensen, E. A.
Smart Libraries: Integrating Communications Channels and Information Sources.
PUB DATE- Feb 92
NOTE- 9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Washington, DC, February 5-9, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Cable Television; College Libraries; Computer Networks; Current Events; *Databases; Facility Planning; Higher Education; Information Networks; Information Technology; *Library Collections; *Library Facilities; *Library Services; *Online Catalogs; Two Year Colleges
IDENTIFIERS- University of Hawaii

Noting that the changing nature of information delivery has established immediacy as the new basis for modern library service, this paper describes the new facilities design and floor plan for the library of Kapiolani Community College of the University of Hawaii. The new library was carefully designed so that students can move progressively from televised newscasts through the current periodicals area, reference resources, and general and special collections. This spatial arrangement allows students to trace any topic from its most current state, through its recent stages, and finally to in-depth study. The ground floor is the setting for many of the

*Library Collections; *Library Services; Library Technical Processes; Preservation; *Research Libraries
IDENTIFIERS- *Department of Education; Library Services and Construction Act

The Library Services and Construction Act (LSCA) Amendments of 1990 required the General Accounting Office (GAO) to conduct a review of the Department of Education's Research Library, which is a component of the Office of Educational Research and Improvement (OERI). Data were gathered by reviewing several existing studies of alternatives for improving public access to the library, and by interviewing representatives of 20 key education association and library organizations as well as a researcher and librarians familiar with the library's collections. A department staff survey of staff use of the library was also reviewed. It was found that the Library lacks a collection development policy that specifies its users, materials, and acquisition and preservation priorities and practices; most educational organizations were unaware of the Library or its collections; more than half of the Department's staff have never used the Library; experts believe the Library's historical collections are potentially very useful; about one-half of the LIbrary's volumes have not been cataloged; and about 40,000 books in the historical and rare book collections are poorly maintained and preserved. Many organization representatives felt that the Library's collections and services should be better publicized and the dissemination of materials should be improved. It is noted that a mission statement has recently been approved and work is continuing on the articulation of a collection development policy. (MAB)

ED 345 750 IR 054 058

MacGilvray, Marian W.; And Others.
Electronic Bulletin Board System for the Federal Depository Library Program: A Study.
PUB DATE- 1 Feb 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Depository Libraries; *Electronic Mail; Federal Government; Government Libraries; Government Publications; *Information Dissemination; Information Networks; *Online Systems; Public Agencies; Telecommunications
IDENTIFIERS- *Government Printing Office

A study was conducted by an electronic bulletin board system (BBS) team to explore a variety of approaches to electronic communication between the Government Printing Office's (GPO) Library Programs Service and the depository libraries. After reviewing various dissemination technologies, the BBS team recommended that an electronic bulletin board system become the Federal Depository Library Program's (FDLP) telecommunications vehicle of choice. It also recommended that the FDLP BBS be established by using existing Project Hermes hardware and software, a telecommunications vehicle currently used in the electronic dissemination of Supreme Court slip opinions. This report provides an executive summary, a discussion of the study methodology and study recommendations, descriptions of the FDLP and of the general characteristics of bulletin board systems, and a profile of the FDLP BBS, including its file characteristics and size, usage characteristics, staffing, telecommunications, system configuration options and costs, and an implementation schedule. Concluding the report are a 12-item operated prior to the procurement of the technology; (3) the current method of operation; (4) the current versus prior levels of productivity; (5) the costs to procure the system; and (6) cost-benefit projections as a result of the procurement. (JMC)

ED 345 767 JC 920 243

Clagett, Craig A.
Student Learning Outcomes Assessment Report.
PUB DATE- Nov 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Accountability; *College Outcomes Assessment; College Transfer Students; Community Colleges; Employer Attitudes; Participant Satisfaction; *Relevance (Education); *School Effectiveness; State Standards; Student Attitudes; Student Educational Objectives; Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Prince Georges Community College MD

Designed to meet the mandate of the 1988 Reorganization of Maryland Higher Education Act, this 1991 report summarizes data from a number of studies of student achievement at Prince George's Community College (PGCC). Because PGCC has routinely collected and analyzed data on many of the required indicators, longitudinal data are presented where available. Selected findings include the following: (1) in recent years, approximately 55% of the students enrolled in credit classes have stated their intention to earn an associate in arts degree; (2) 45% of the fall 1986 cohort have graduated, transferred, or are still enrolled; (3) the time to complete a "two-year" degree has increased from a mean of 3.7 years during the 1970's to a mean of 4.8 years during the 1980's; (4) each year, approximately 1,000 PGCC students have transferred to a senior institution in Maryland; (5) for 1980-86 fall cohorts, white students have had a transfer rate more than double that of black students; (6) four out of five respondents to graduate surveys who transferred rated their PGCC preparation as very good or good; (7) 72% of the 1990 graduates of career programs who responded to the annual follow-up survey were employed in jobs related to their PGCC program; (8) over three-fourths of employed graduates rated their PGCC preparation as very good or good; (9) three-fourths of the noncredit students surveyed in 1987 reported they had fully or mostly achieved their enrichment goals; (10) nearly two-thirds of the fall 1991 entrants who completed placement testing in reading, composition, and mathematics needed remediation in at least one area; and (11) in 1990-91, the mean response on a five-point student evaluation of teacher performance scale was 4.27. A selected bibliography of institutional research is included. (JMC)

ED 345 768 JC 920 244

Zylinski, Doris; Metson, Elena
Recruiting and Retaining Underrepresented Groups and Special Populations in Nursing Programs. Napa Valley College, October 1991-June 1992.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

statistically significant relationship between eligibility for English 100 and the likelihood of passing Psychology 100. The same analysis was conducted for students remaining on the rosters at the fourth week of the semester, thus eliminating those who dropped the course early. Of these 297 students, 137 (46.1%) were eligible for English 100, whereas 161 (53.9%) were not eligible. Of this cohort, 171 (57.4%) eventually passed the course. For this cohort, there was a significant relationship between Psychology 100 outcome and English 100 eligibility status, as well. However, while there was clear evidence of a relationship between the variables, eligibility for English 100 was neither a necessary nor a sufficient condition for success in Psychology 100. An appendix provides related data tables and graphs. (JMC)

ED 345 784 JC 920 264

Isonio, Steven
Judgments of Placement Writing Samples at Golden West College: An Evaluation of Inter-Rater Reliability.
PUB DATE- Nov 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Comparative Analysis; Correlation; Evaluation Methods; *Holistic Evaluation; *Interrater Reliability; *Rating Scales; *Student Evaluation; *Student Placement; Two Year Colleges; Writing (Composition); *Writing Tests

At Golden College (California), student writing samples are holistically scored by pairs of judges on a six-point scale. Judges are allowed to use plus and minus figures, thus converting the integer scale to a decimal scale of evaluation. In 1991, 499 writing samples written as part of the placement testing process for students in the Coast Community College District's SOAR program were analyzed for reliable scoring on the part of the judges. Two procedures were used to assess the extent to which judgments of writing samples were consistent. The first method entailed calculating the difference between the two ratings of all writing samples. For 34.4% of the pairs, the ratings from independent judges were identical. Ratings differed by one-third of a point in 30.9% of the cases, by two-thirds of a point in 15.4% of the cases, and by exactly one point in 13.4% of the cases. Overall, ratings differed by one point or less in 94.1% of the cases, exceeding the minimal standard of 90% recommended by the California community colleges (CCC). The second procedure used was a Pearson correlation coefficient which assessed the relationship between paired ratings for the writing samples. The correlation between ratings was moderately strong, and positive (r=.76), exceeding the minimal standard of .75 recommended by the CCC. The data supported the hypothesis that the ratings from independent judges were made in a consistent manner. Two references and an appendix of related data are attached. (JMC)

ED 345 785 JC 920 265

Isonio, Steven; Cooperman, Carol
Relationship between Grades in Speech Communication 100 and Eligibility for Various English Writing Courses.
PUB DATE- Apr 92
NOTE- 12p.

implemented international business programs. Appendixes include a description of the proposed program, international trade data, the survey instrument and responses, and a list of respondents. Contains 10 references. (JSP)

ED 345 801 JC 920 281

Fideler, Elizabeth F., Ed.
Educational Forum: A Journal of Teaching, Learning & Professional Development, Spring 1992.
PUB DATE- 92
NOTE- 79p.; For Volume 1 (1990), see ED 322 976; for Volume 2, Number 1 (1991), see ED 338 302.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Cultural Differences; *English (Second Language); *Faculty Development; *Instructional Improvement; Learning; Minority Groups; Nontraditional Students; Peer Teaching; *Reading Instruction; Revision (Written Composition); Small Group Instruction; Student Attitudes; *Teaching Methods; Theater Arts; Tutoring; Two Year Colleges; *Two Year College Students

Designed to promote discourse on teaching, learning, and professional development, this spring 1992 issue of Massachusetts Bay Community College's (MBCC's) "Educational Forum" documents modes of inquiry and faculty development activities that MBCC has found promising. The following articles are contained in the issue: (1) "Education Through College Theatre," by Roger A. Wolf; (2) "The Art of Revision: Learning From a Craftsman," by Charlene M. Murphy; (3) "Teaching Real-Time," by Ann Farrey-Hart; (4) "Circle Up!" by Paul G. Johnson; (5) "Passivity to Activity," by Maxine Elmont; (6) "Some Perspectives on Problem Solving," by Helen M. Seery; (7) "Older Students in College," by Edward G. McCourt; (8) "From Watertown to Wellesley Hills--Diversity at MBCC Then & Now," by John J. Sullivan; (9) "African-American Students and Higher Education," by Lorna E. Andrade; (10) "Fore and Aft," by Gerard H. Saunders; (11) "Focus on ESL (English-as-a-Second-Language) Students," by Susan Andrien; (12) "Cultural Misunderstandings and Language Barriers in the Classroom," by Lisa Gonsalves; (13) "The ESL Population at Mass Bay: An Overview and Some Concerns," by Elaine Wilson; (14) "Critical Reading: Modeling the Process," by Jennifer Nourse; (15) "Frankie and Johnny Can Be Readers," by Joseph Saling and Kristin Huie; (16) "Everything We Need to Know We May Be Able to Learn (and Teach) in K-12," by Glenn Gabbard; (17) "Reading 'R' Us-But Who R 'We'?" by Susan Andrien; (18) "Peer Tutoring at Mass Bay," by Mass Bay Students; (19) "Tutoring Is Communication," by Laura Duck; and (20) "A Tutoring Case Study," by Julieta Giner. (JMC)

ED 345 802 JC 920 282

Williams, Elizabeth Grace
"Limited Access" Programs: Exceptions that Threaten the Florida Higher Education Articulation Agreement.
PUB DATE- Jul 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Access to Education; Admission Criteria; *Articulation (Education); College Transfer Students;

approximately 1,100 Silicon Valley businesses, along with a questionnaire designed to gather information about international business education and training needs. Forty-one businesses responded to the questionnaire, and the project lacked the resources to conduct a telephone follow-up to increase the response rate. Most of the respondents represented small, manufacturing-type businesses, with annual sales of less than $25,000, employing 25 or fewer workers. All respondents were interested in learning more about international business practices, and the majority anticipated opening international offices within 3 to 5 years. Many sought foreign language courses focusing on business conversation, a majority preferred a one- or two-day seminar or workshop format, and more than half expressed interest in participating on a business advisory committee for an educational institution. Although survey findings were not statistically significant, the project as a whole provided unique opportunities for interinstitutional and college-business dialogue and cooperation. (JSP)

ED 345 818 JC 920 303

Arnold, Voiza; And Others
Do Students Get Higher Scores on Their Word-Processed Papers? A Study of Bias in Scoring Hand-Written vs. Word-Processed Papers.
PUB DATE- Jul 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bias; Community Colleges; Evaluators; *Handwriting; *Holistic Evaluation; Questionnaires; *Reader Response; Scoring; Student Attitudes; Teacher Attitudes; Testing Problems; Test Reliability; Two Year Colleges; *Word Processing; Writing Evaluation; *Writing Tests
IDENTIFIERS- Rio Hondo College CA

In 1990, a study was conducted at Rio Hondo College (Whittier, California) to determine if readers exhibited any bias in scoring test papers that were composed on a word processor as opposed to being written by hand. The study began with the formulation of tentative pilot study questions and the development of procedures to address them. Three areas of inquiry were devised: whether reader bias skewed the scores on word-processed papers; what factors contributed to reader bias; and what factors contributed to students' choices to use or not to use the word processors when they took their placement and final examinations. For the first question, 300 randomly selected, previously scored, handwritten placement essays were converted to word-processed papers, including all errors in language and surface conventions. For the other two questions, interviews and discussions were conducted. Study findings included the following: (1) papers converted to word-processed versions received lower scores than in their original handwritten state, and half of the examination readers indicated a preference for reading handwritten papers; (2) readers appeared to have higher expectations of word-processed papers; (3) the Reader Empathy Assessment Discrepancy (R-E-A-D) effect was afforded to handwritten papers, but not to word-processed papers; (4) students who produced handwritten papers reported that they felt uncomfortable about their typing skills, their amount of computer practice, and/or the technology itself; (5) students who produced word-processed papers reported that they did so because corrections were easier to make and they thought the papers would look better;

or higher attendance levels gained 3.0 normal curve equivalent points or more in total reading and oral comprehension. Parents of 98.2% of the pupils participated in at least one program-related activity a year. Teachers had a positive response to their in-service training. Increased parent involvement, increased teacher in-service training, continued use of record-keeping documents, and continued school visitations were recommended. The appendixes contain the forms used for the evaluation. (AC)

ED 345 835 PS 020 449

Lore, Rosemary
Language Development Component: Full Day Kindergarten Program 1990-91. Final Evaluation Report. Elementary and Secondary Education Act--Chapter 2.
PUB DATE- 11 Mar 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; *Full Day Half Day Schedules; *Kindergarten; *Kindergarten Children; *Language Enrichment; *Listening Comprehension; Primary Education; Program Effectiveness; Program Evaluation; *Reading Achievement; School Readiness; Standardized Tests; Underachievement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 2; Elementary Secondary Education Act

The Full-Day Kindergarten (FDK) Program was implemented in selected Columbus (Ohio) Public Schools to improve students' level of achievement by providing an additional half day of kindergarten. This extra half day gave pupils time to participate in more language enrichment activities and more group learning. Activities were designed to: (1) enhance pupils' growth and achievement; (2) provide instruction in performing and creative arts, humanities, and ethics; (3) provide physical fitness and health activities; and (4) involve students in community service projects. Pupil census information indicated that the FDK served 985 kindergarten pupils for an average of 27.5 hours of instruction a week. In 1990-91, the FDK was evaluated in terms of student gains in reading and oral comprehension skills. The evaluation was based on pupil census information and pre- and post-test scores on the Comprehensive Tests of Basic Skills. It was found that 77.6% of the FDK pupils attended 89 days, or 80%, of the entire instructional period. Over 65% of the students with 80% or higher attendance levels gained 3.0 or more normal curve equivalent points in total reading and oral comprehension. A total of 69.4% of the pupils were rated by their teachers as making "much progress." It was recommended that in-service meetings be scheduled during a time when most teachers are free to participate and that the program be continued. Sample records and evaluation forms are attached. (AC)

ED 345 836 PS 020 464

Early Childhood Curriculum Guidelines: 3-5 Year Olds.
PUB DATE- May 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

IDENTIFIERS- Developmentally Appropriate Programs; Mississippi

This study assessed teachers' opinions about the promotion of immature children to first grade. A total of 224 teachers from private and public elementary schools in Mississippi completed a questionnaire that addressed such issues as the relation between maturity and readiness, repetition of kindergarten, academic and peer pressure, and the preparatory role of kindergarten and nursery school. Descriptions of responses to specific questions are provided. Results supported the position that most teachers, end especially those in private schools, recognize the need for immature children to be allowed to gain maturity by spending more time in kindergarten. Teachers reported that most children gain understanding and confidence with a second year of kindergarten. Teachers also reported that some children are difficult to evaluate in regard to their readiness to enter first grade. It is concluded that school systems should offer transitional classrooms for children between kindergarten and first grade, and that immature children should be allowed to remain in kindergarten for a second year. Appendices include 7 references, 18 questions from the teacher survey, and tables of quantitative data from the study. (GLR)

ED 345 853 PS 020 546

Warash, Bobbie Gibson; Workman, Melissa
Curtain Call for Preschoolers--A Literacy Event.
PUB DATE- Mar 92
NOTE- 22p.; Paper presented at the Annual Conference of the Southern Association on Children under Six (43rd, Tulsa, OK, March 23-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development Centers; Class Activities; Cooperative Learning; *Dramatic Play; *Language Experience Approach; Language Skills; *Preschool Children; Preschool Education; Program Descriptions; *Story Grammar; *Student Developed Materials
IDENTIFIERS- *Literacy Events; *Story Telling by Children; West Virginia University

Over the past several years, teachers at the West Virginia University Child Development Laboratory have used the language experience approach to develop the literacy skills of young children. To increase child involvement, a scrapbook project for 4-year-olds was conducted each Wednesday for 1 academic year. Each child received a scrapbook and crayons, markers, pens, pencils, and erasers. Children were randomly divided into groups and worked on their projects at three stations. At the first station, where the story starter group worked, the teacher planned an activity that would elicit a story from the children, and provided cues, suggested topics, or offered some sort of motivation. The children dictated stories to the teacher, who then printed them in the children's scrapbooks. At the second station, the children decided what kind of props would fit in their story, made the props, and revised their story. The third scrapbook station was set aside for acting out dictated stories. One child author served as the director, while the other children acted out the story or served as the audience. To assess the project, the children's stories were examined for conventional elements of a beginning, setting,

NOTE- 242p.; This document has been adapted from ED 332 957, "Healthy People 2000: National Health Promotion and Disease Prevention Objectives."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Cancer; *Child Health; Children; Communicable Diseases; Disabilities; Drug Use; Family Planning; *Health Promotion; *Health Services; Injuries; Mental Health; Mothers; Nutrition; *Objectives; Physical Fitness; Research Needs
IDENTIFIERS- *Maternal Health; *Risk Reduction; Sexually Transmitted Diseases

This document is a compendium of approximately 170 national health promotion and disease prevention objectives affecting mothers, infants, children, adolescents, and youth. It offers a vision characterized by reductions of preventable death and disability, enhanced quality of life, and reduced disparities in the health status of the populations in our society. The introduction to the document reviews the health status of Americans according to age group. Subsequent text discusses health objectives relating to: (1) physical activity and fitness; (2) nutrition; (3) tobacco, alcohol, and other drugs; (4) family planning; (5) mental health; (6) violent and abusive behavior; (7) educational and community-based programs; (8) unintentional injuries; (9) environmental health; (10) oral health; (11) maternal and infant health; (12) cancer; (13) diabetes and chronic disabling conditions; (14) HIV infection; (15) sexually transmitted diseases; (16) immunization and infectious diseases; and (17) clinical preventive services. Chapters typically describe objectives relating to health status, risk reduction, and services and protection. Chapters also outline research needs and list references. (BC)

ED 345 871   PS 020 602

Tomlinson, Tommy
Hard Work and High Expectations: Motivating Students to Learn. Issues in Education.
PUB DATE- Apr 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Educational Policy; Elementary Secondary Education; Extracurricular Activities; Graduation Requirements; Peer Influence; *Student Attitudes; Student Behavior; *Student Motivation; Student School Relationship; *Study Habits; *Teacher Attitudes; Teacher Expectations of Students; Teacher Student Relationship

This document sketches topics considered by a 1990 conference on student motivation sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education. Educational reforms of the past decade have not produced higher test scores for American students. Rather, American students score lower and study less than students in other developed countries. A number of disincentives to student effort are prevalent. These include: (1) the large number of nonacademic activities which students are encouraged to pursue, and which compete for their time; (2) public policies that reward students for making minimal efforts, a condition exemplified by the fact that, as graduation rates have risen over the past 25 or money for the furtherance of the conference, and appropriations. (SV)

ED 345 889 RC 018 655

Zastrow, Leona M.
The American Indian: Tradition and Transition through Art.
PUB DATE- Feb 92
NOTE- 29p.; A series of lesson plans to help students understand American Indians and their arts.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indians; American Indian Studies; *Art Education; Art Expression; Art History; Art Materials; *Art Products; Cultural Education; Experiential Learning; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools
IDENTIFIERS- Middle School Students

The purpose of this teaching guide is to educate middle school students about American Indian culture reflected through Indian art forms. Ten contemporary Native American artists are featured with works representing both traditional and transitional techniques and materials. Represented art forms include beadwork, carvings, basketry, jewelry, ceramics, pottery, weaving, and painting. The guide is divided into five lesson plans: (1) a historical review of American Indian art; (2) information about the federally recognized tribes represented by the 10 artists; (3) a description of the different types of art work that reflect the artists' cultural backgrounds; (4) the use of symbols in American Indian art; and (5) 20 questions related to American Indian tribes, art work, and featured artists to be used for student presentations. Each lesson plan contains learning objectives, student activities, and reference materials. This guide contains photographs of the art forms and drawings of American Indian symbols used in art. (LP)

ED 345 890 RC 018 659

Knapczyk, Dennis; And Others
Improving Staff Development in Rural Communities.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Computer Assisted Instruction; Cooperative Learning; Disabilities; *Distance Education; Educational Technology; Elementary Secondary Education; High Risk Students; *Inservice Teacher Education; *Program Improvement; Rural Areas; *Rural Schools
IDENTIFIERS- Indiana

This paper describes a staff development approach that linked university faculty to rural schools in order to provide teachers with ongoing in-service training. The focus of the training was on improving educational and support services to children and youth who are mildly disabled or at risk. The program consisted of six self-contained training modules that incorporated traditional coursework with practicum activities.

accompany some chapters. (JDD)

ED 345 454 EC 301 215

Garber, Howard L.; McInerney, Maurice
Parental Involvement in the Vocational Education of Special Needs Youth: An Evaluation and Planning Guide. Bulletin No. 91542.
PUB DATE- 91
NOTE- 193p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Employment; Family Involvement; High Schools; Independent Living; *Models; Outreach Programs; *Parent Participation; Prevention; *Program Development; Program Effectiveness; Program Evaluation; Referral; *Special Needs Students; *Staff Development; Unemployment; Vocational Adjustment; *Vocational Education
IDENTIFIERS- *Wisconsin

This technical assistance manual describes school-based outreach strategies that involve parents in preparing youth with special needs for postschool jobs and independence. A model of preventive education is featured which stresses that postschool problems of unemployment and community adjustment can be anticipated and can, therefore, be treated during the high school years. The key to the model is making existing school programs more effective through meaningful parent involvement and increased family support. The manual is designed to train staff of Wisconsin Local Education Agency districts who are responsible for providing vocational education services and to guide the development of model school-based family outreach programs. Individual chapters focus on the need for family involvement, program need and development, program screening and referral, program assessment and implementation, and an agenda for the future. Each chapter has seven parts: section overview, key words, problem scenarios, literature review, findings from Wisconsin research activities, preventive education model, and exercises. Appendixes contain a glossary, a list of approximately 80 references, and descriptions of five relevant tests. (JDD)

ED 345 455 EC 301 216

An Assessment Instrument for Families: Evaluating Community-Based Residential Programs for Individuals with Deaf-Blindness.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Community Programs; *Deaf Blind; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Multiple Disabilities; *Program Evaluation; *Residential Programs

This community living assessment tool for parents of children with deaf-blindness was developed to help parents identify the strengths and weaknesses of their child's residential program using a user-friendly instrument. Three areas of assessment are covered: physical attributes of the home, available resources for promoting capabilities, and philosophy of the service

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Decision Making; Deinstitutionalization (of Disabled); *Disabilities; Elementary Secondary Education; Interviews; *Life Style; Meetings; *Normalization (Handicapped); *Personal Autonomy; Self Actualization; Social Services
IDENTIFIERS- *Choice Behavior

This protocol is designed to help plan and carry out meetings between persons with disabilities and those who are responsible for assisting them in making choices about their future services. It was developed to quantify and define some of the issues involved in having Illinois individuals who are eligible for relocation from nursing facilities participate in decisions regarding future services. The protocol guides the process involved in reviewing with the individual the content, structure, and setting of the services for which he or she is eligible, and helping him or her explore which of these options would best achieve the desired lifestyle. The protocol is also designed to attain some measure of consistency throughout the choice process among different populations, geographic areas, and nursing facilities. The protocol cites a question (such as "What type of information will the pre-admission screening agent share with the person?" "Who will participate in development of the initial service plan? and "What will be done if the person and his legal guardian want different service options?") and then offers one or more feasible options as a response to the question. The final section of the protocol contains questions which the pre-admission screening agent can ask the person to explore desired lifestyles and identify potential services. This section covers future planning for the person's home (such as the importance of helping to choose furniture and having people come over to visit), the community (such as the importance of being close to public transportation or being near family); and recreational and leisure time activities. (JDD)

ED 345 473 EC 301 235

Interview Guide: A Guide to Interviewing Persons with Developmental Disabilities To Obtain Information for the Development of Community Based Services and Supports.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- 91
NOTE- 23p.; Developed through the Choice & Integration Project. For a related document, see EC 301 234.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; *Community Services; *Data Collection; *Developmental Disabilities; Evaluation Criteria; Individualized Programs; *Interests; *Interviews; *Life Style; Personal Autonomy; Program Development; Quality of Life; Questioning Techniques
IDENTIFIERS- Choice Behavior

This Interview Guide provides a framework for gathering information necessary to design individualized community-based services and supports based upon the needs and desires of persons with developmental disabilities. It is not designed to be a functional assessment or a clinical evaluation, but rather a more informal and relaxed approach to getting to know

Language Research; Linguistic Theory; Retention (Psychology); Second Language Instruction; Two Year Colleges; Two Year College Students

Two studies are reported in this paper. The first investigated whether computer-assisted instruction with cloze exercises would be more effective in teaching English to nonnative speakers than traditional paper-and-pencil methods. Subjects were 38 community college students of varying language backgrounds enrolled in several levels of English-as-a-Second-Language (ESL) courses and randomly assigned to experimental and control groups. The experimental group received instruction on computers with software based on textbook readings. Exercises consisted of text deletion and reconstruction. The control group received traditional instruction. All students were pre- and post-tested with the same 100-item criterion-referenced test specific to the course work. Results suggest the computer does aid in increasing both student motivation and information retention. The second study, with 54 community college ESL students at one instructional level, used only computer-assisted instruction with cloze exercises. Exercises in the experimental group were culture-specific. Results suggest that students using the computer-assisted, culture-specific readings work through material more quickly and gain more meaning than those using traditional readings. Useful software and suggestions for its application are offered, and other classroom computer uses are discussed. A 31-item bibliography is included. (MSE)

ED 345 494 FL 019 613

Williamson, Julia
Techniques for Presenting the Short Story in the Advanced ESL Classroom.
PUB DATE- 89
NOTE- 10p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- *Advanced Courses; Classroom Techniques; *English (Second Language); Higher Education; Instructional Materials; Language Research; Linguistic Theory; *Literature Appreciation; Second Language Instruction; *Short Stories; *United States Literature

Suggestions are made for introducing students, especially those at the college level, to American short stories. An anthology of stories, chronologically presented, is noted as a useful text. Three approaches for presentation include historical sequencing, grouping according to salient elements of fiction, and grouping by theme. Pre-reading activities include discussion of the six elements of fiction (plot, setting, character, point of view, style, theme), author overview, and preparatory questions and vocabulary. Presentation of the story itself is enhanced by variety and enthusiasm, with techniques including reading to students; using a film or video, stories on tape, and theme- or period-related music; role-playing; and having students keep literary journals. Strategies that are especially helpful for a multicultural group are noted, including film use, close-captioning, and use of tapes with texts containing archaic language. (MSE)

ED 345 495 FL 019 614

information on the issues involved. Very little research was found that directly related to the subject, but several studies are highlighted. Following this, empirical research on language testing is consulted for further insight. Studies in Turkey, the Netherlands, and Nepal are discussed. Finally, areas for additional research are proposed, including further definition of washback, motivation and performance, the role of educational setting, research methodology, learner perceptions, and explanatory factors. A 39-item bibliography is appended. (MSE)

ED 345 514 FL 020 180

Hieke, A. E.
Toward a Keyboard-Compatible English Phonetic Alphabet for ESL.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *English (Second Language); *Keyboarding (Data Entry); Oral Language; *Phonemic Alphabets; *Phonetic Transcription; *Typewriting
IDENTIFIERS- *International Phonetic Alphabet

A discussion of phonetic transcription looks at the weaknesses of the International Phonetic Alphabet (IPA), a cumbersome system to use with typewriter and computer keyboards, and offers an alternative. It is noted that the IPA, a system of symbols devised for handwritten transcription, is rarely used by second language teachers or instructional materials writers for explanatory or instructional purposes despite the need for such a tool. It is then proposed that, with a few slight changes, natural English speech can be transcribed with ease, speed, and efficiency if the system uses the standard keyboard, all common symbol uses are limited to a single stroke, lower case letters are used for all of the basic phonemes, and the primary rest position (asdf/jkl;) is reserved for the most frequently used symbols. The proposed system is outlined briefly, its potential for clearly and adequately representing dynamic speech features is reviewed, and a sample passage using the new symbols is presented. A list of 16 references is also included. (Author/MSE)

ED 345 515 FL 020 199

Kitao, S. Kathleen
Variations in Success in Acquiring a Second Language: Two Approaches.
PUB DATE- Dec 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Academic Achievement; Adult Students; Children; Comparative Analysis; Foreign Countries; Language Acquisition; *Learning Processes; Learning Theories; *Pidgins; Second Language Learning; *Second Languages; *Social Influences; Standard Spoken Usage; *Student Characteristics
IDENTIFIERS- *Social Distance

The question of why some second language learners are more successful than others is examined from two different approaches. One looks at the social distance between the speakers of the target language and the learner's native language and, on one hand, the resulting learner and target-

ED 345 535   FL 020 231

Andersen, Roger W.
Models, Processes, Principles, and Strategies: Second Language Acquisition in and out of the Classroom.
PUB DATE- 88
NOTE- 30p.; For the complete volume, see FL 020 221.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Classroom Environment; Communicative Competence (Languages); Educational Research; Interaction; *Interlanguage; *Language Acquisition; *Language Research; *Learning Processes; Linguistic Theory; Models; Research Needs; *Second Language Learning

A discussion of research on naturalistic second language acquisition (SLA) focuses on its relationship to the foreign language classroom context. It is argued that to attempt to relate natural SLA to classroom foreign language learning (FLL), a coherent and consistent theoretical framework is needed. The Cognitive-Interactionist Model is developed here. It consists of a model of interlanguage development, the Nativization Model, a set of psycholinguistic processes, and a group of principles that seem to underlie SLA and, it is claimed, FLL. The principles are based on a theoretical framework developed for first language acquisition. The evidence for each principle is discussed, drawing on SLA research for a number of languages. Proposals are made for innovative research that can be conducted in the classroom foreign language context within the Cognitive-Interactionist Model to investigate further the relevance of this model to FLL. A brief examination of the role of interaction and communication strategies in promoting SLA concludes the discussion. A 71-item bibliography is included. (MSE)

ED 345 536   FL 020 263

Coven, Ludmilla
Curriculum Issues: Second Language Acquisition for Special Needs Students.
PUB DATE- Jan 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Admission Criteria; Cognitive Processes; *College Admission; *Communication Disorders; Curriculum Design; *Graduation Requirements; Instructional Effectiveness; *Language Proficiency; Postsecondary Education; Secondary Education; Second Language Instruction; Second Language Learning; *Second Languages; *Special Education; Transfer of Training

The issue of whether high school and postsecondary students with native language communication deficits can succeed in second language study is discussed. It is noted that before World War II, language education was considered primarily a good form of mental discipline. More recent trends toward "relevant" language learning have emphasized development of generalized cognitive, conceptualization, and critical thinking skills. Arguments against second language instruction for students with communication deficits include the positions that: (1) students with language disabilities can not be expected to manage more appropriate language strategies. Strategies are identified in these broad categories: cognitive; memory; compensation; communication; metacognitive; affective; and social. Many have proven effective in language learning, but are not applied automatically. In order to learn more about individuals' use of specific strategies, researchers have tried self-report interviews and surveys, including a "think-aloud" approach to identifying specific mental processes. One researcher has defined nine interviewing principles for discovering student learning strategies. These principles, developed for second language reading, were tested in the area of listening comprehension, and 10 major differences between successful and unsuccessful language learners were outlined. While learning strategies are teachable, there is no consensus on how to teach them. Explicit and implicit training and a combination of the two have all been recommended. Implications for teaching effective second language listening strategies include the following: care must be taken in the selection of authentic materials; comprehensible input is essential; ambiguity must be removed; stress variables should be reduced; and learning should be meaningful. A 25-item bibliography is included. (MSE)

ED 345 554 FL 020 346

Robbins, Dot
Postmodernist America and the Teaching of Traditional German Fairy Tales (Little Red Cap).
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Cultural Awareness; *Fairy Tales; Folk Culture; Foreign Countries; *German; Higher Education; High Schools; Language Teachers; *Second Language Instruction; Teaching Methods
IDENTIFIERS- Europe; Little Red Riding Hood

The teaching of German in America is analyzed from a postmodernism perspective and in comparison with the long-term commitment to learning a foreign language in Europe. Two points are considered: (1) most innovative teaching methodologies were derived in the 1970s from humanist psychology, not from second language acquisition theory; and (2) the core of most American foreign language textbooks is grammar. An argument is presented for using German fairy tales as an instructional approach. Among the reasons are the following: students are empowered because they know the story; the content is simple; there is a sense of closure in that students can master many aspects of a foreign language and feel that there is a stopping point; students can compare cultural similarities and differences by analyzing how the same fairy tales are presented in different languages and contexts; and teachers who have little exposure to the target culture also feel empowered. "Little Red Riding Hood" is used as an example of how a German fairy tale can be used in the classroom. Contains 13 references. (LB)

ED 345 555 FL 020 347

Saito-Abbott, Yoshiko
Effects of Relationals Deletion in Japanese Texts.
PUB DATE- Dec 91
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Instructional Materials; *Cambodian; Class Activities; Classroom Techniques; *Cultural Context; Elementary Secondary Education; English; *Folk Culture; *Literature Appreciation; Student Motivation; Teaching Guides; Uncommonly Taught Languages; *Vocabulary Development

The Cambodian folk tale "The Mountain of the Men and the Mountain of the Women" is presented in English (left page) and Khmer (facing right page), with an accompanying teacher's guide. The story, told by a 78-year-old Cambodian Buddhist monk, is part of a longer legend about an unmarried queen who changes marriage customs so she can ask a man to be her husband. The teacher's guide offers suggestions for classroom use of the folk story. It begins with specific performance objectives for using bilingual folk tales and some general ideas for integrating literature with language in the classroom. The second section of the guide offers background information about the geography, history, and culture of Indochina. The third section provides background information specific to the story, including information about ties between schools and home in Cambodia, and additional readings. The subsequent section outlines ideas for whole-class and small-group teaching with this story, including pre-reading activities, motivational exercises, and vocabulary development activities. Finally, a student worksheet provides question-and-answer retention, comprehension, and discussion exercises to be used with a tape recording of the story. The tape recording is not included. (MSE)

ED 345 574 FL 020 413

Sasorith, Issara Katay; Lucas, Alice
Four Champa Trees. A Traditional Laotian Folktale Told in English and Lao and Teacher Discussion Guide.
SPONS. AGENCY- Zellerbach Family Fund, San Francisco, Calif.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- Lao; English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Instructional Materials; Class Activities; Classroom Techniques; *Cultural Context; Elementary Secondary Education; English; *Folk Culture; *Lao; *Literature Appreciation; Student Motivation; Teaching Guides; Uncommonly Taught Languages; *Vocabulary Development
IDENTIFIERS- *Four Champa Trees

The Laotian folk tale "Four Champa Trees" is presented in English (left page) and Lao (facing right page), with an accompanying teacher's guide. The story is part of a much longer legend told in the oral tradition of the Lao people. The teacher's guide offers suggestions for classroom use of the folk story. It begins with specific performance objectives for using bilingual folk tales and some general ideas for integrating literature with language in the classroom. The second section of the guide offers background information about the geography, history, and

NCAA Gender-Equity Study: Summary of Results.
PUB DATE- Mar 92
NOTE- 53p.; Charts are presented on colored papers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Athletic Coaches; Athletic Equipment; *College Athletics; Females; Higher Education; Males; Salaries; Scholarships; *Sex Bias; Student Recruitment; Tables (Data); Womens Athletics
IDENTIFIERS- National Collegiate Athletic Association

This report presents statistical data from a National Collegiate Athletic Association (NCAA) study analyzing expenditures for women's and men's athletics programs in response to a resolution submitted by the National Association of Collegiate Women Athletic Administrators (NACWAA). introduction discusses the management of the study and notes that the study gathered data using NCAA developed forms, one for each of five divisions, and that usable questionnaires were received from 646 institutions. This section also describes how the analysis was done, and discusses some of the limitations of the data and the conclusions that can be drawn from them. In particular, the discussion notes that the data offer only a partial view of gender equity in college sports and that the study was not intended to measure Title IX compliance though certain of the data may offer a rough indication of response to Title IX. The bulk of the report presents 23 tables of data grouped according to division. Tables for Division I contain data on participants, grant expenses, ratios, grant recipients, contests, operating and recruiting expenses, coaching data, ratios and coaching salaries. Division II tables show scholarships, budgets, staff, sport-specific expenses, and department of athletics head coaches. Division III tables show department of athletics personnel and sport-specific expenses. (JB)

ED 345 594   HE 025 480

Biundo, James V.; Crites, M. Juan
Student Recruitment-University Relations: A Unique Organizational Paradigm.
PUB DATE- 2 Mar 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); College Bound Students; Declining Enrollment; Enrollment Influences; *Enrollment Rate; Enrollment Trends; Higher Education; Perception; Program Development; *School Choice; School Orientation; *Student Recruitment
IDENTIFIERS- *Southeast Missouri State University

This paper examines the organizational development and process phases of establishing a student recruitment system at Southeast Missouri State University which began when the student recruitment unit of the school was transferred to the Office of University Relations. The various components of Southeast's efforts in influencing a student's choice towards attending school are discussed. Each of the four phases of recruitment is briefly outlined; these phases are: Awareness, Inquiry, Application, and Matriculation. The awareness phase is

College and University Racial/Ethnic Distribution of Enrollment: New York State, Fall 1990.
PUB DATE- 90
NOTE- 23p.; For an earlier report, see ED 318 315.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Enrollment; *Ethnicity; Higher Education; Instructional Program Divisions; Minority Groups; Private Colleges; Proprietary Schools; Public Colleges; *Race; Sex Differences; State Universities; Statistical Data
IDENTIFIERS- City University of New York; *New York; State University of New York

This report presents eight tables of data on the racial and ethnic distribution of enrollment at colleges and universities of the University of the State of New York for Fall 1990. An opening note indicates that the data were obtained from the 1990-91 Higher Education Data System Survey, "Enrollment by Racial/Ethnic Status, Fall 1990." Also noted here is how data reported as "unknown racial/ethnic status" were used in the calculations. The tables are as follows: (1) enrollment in higher education institutions by racial/ethnic category, level and gender; (2) enrollment in public institutions by racial/ethnic category, level and gender; (3) enrollment in State University of New York institutions by racial/ethnic category, level and gender; (4) enrollment in City University of New York institutions by racial/ethnic category, level and gender; (5) enrollment in independent institutions by racial/ethnic category, level and gender; (6) enrollment in proprietary institutions by racial/ethnic category, level and gender; (7) undergraduate enrollment by sector, level of institutions, racial/ethnic category and attendance status; and (8) enrollment of first-time freshmen in institutions of higher education by racial/ethnic category, sector and attendance status. (JB)

ED 345 614 HE 025 509

Wold, Jean E.; Worth, Charles
Predicting Student Nurse Academic Failures: An Analysis of Four Baccalaureate Classes.
SPONS. AGENCY- California State Univ. and Colleges, Los Angeles. Office of the Chancellor.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Academic Persistence; Bachelors Degrees; *Dropout Characteristics; Dropout Prevention; Dropouts; Higher Education; Longitudinal Studies; *Nursing Education; Potential Dropouts; School Holding Power; Undergraduate Study

A study was done of pre-admission or early performance predictors of persistence versus academic failure among baccalaureate program nursing students. As part of a larger longitudinal research project, 155 students from four successive classes of students admitted to the program were studied, using multiple predictor and criterion variables. The study used five standardized tests (including the Eysenck Personality Inventory) and a pre-requisite grade point average as predictor instruments, and four academic performance criteria. The findings indicated that the most significant predictor of

Foreign Countries; *Futures (of Society); *Higher Education; Postsecondary Education; Relevance (Education); *Role of Education; School Business Relationship; Student College Relationship; Student Needs; Trend Analysis
IDENTIFIERS- Europe; *United Kingdom

This collection of essays aims to contribute to the understanding of the present predicament and future potential of higher education in the United Kingdom. It considers the new dimensions being introduced into higher education which are likely to have marked effects in the 1990s. It explores the tensions between the past and future, tradition and innovation, the elite and popular model, the old order and new purposes. Individual essay titles and their authors are as follows: "The Power of Ideas" (Peter Scott); "The University as a Civilizing Force" (Anthony O'Hear); "Access and Standards: An Unresolved (and Unresolvable?) Debate" (Leslie Wagner); "The Pattern, Range, and Purpose of Higher Education: A Moral Perspective" (Kenneth Wilson); "Academics and Society: Freedom's Seamless Robe" (Christopher Price); "A Consensus Framework for Higher Education" (Peter Slee); "Industry and Higher Education: A Strategy for Partnership" (Geoffrey Harding, Brian Kington); "Students: Partners, Clients or Consumers?" (Victoria Phillips); "Using the Media: Structures, Delivery, and Control" (Naomi E. Sargant); "1992: Higher Education and the Challenge of the Single European Market" (Diana Green); "Prospects for Higher Education Finance" (Gareth Williams). A conclusion by Heather Eggins is also offered, and an index is provided. (GLR)

ED 345 633   HE 025 528

Fulton, Oliver, Ed.
Access and Institutional Change.
PUB DATE- 89
NOTE- 180p.; Published by the Society for Research into Higher Education and Open University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; *Change Strategies; College Admission; *Educational Change; Educational Demand; *Educational Policy; Enrollment; Enrollment Rate; Experiential Learning; Foreign Countries; Futures (of Society); *Higher Education; Ideology; *Nontraditional Students; Postsecondary Education
IDENTIFIERS- *United Kingdom

This book defines the changes that will be needed in Great Britain's higher educational system to make the shift to greater rates of participation in the future, and speculates about the conditions under which they could occur, or are already doing so. Part I has as its focus the processes of selection for, or exclusion from, higher education. Part II turns to the internal processes of higher education, examining their effects on 'non-traditional' students: those that will need to be recruited in much larger numbers if participation is to rise substantially. Part III examines the challenge of changing the existing institutions to meet these new demands. Individual chapters and their authors are as follows: "Marking and Mediating the Higher-Education Boundary" (Gareth Parry); "Admissions, Access, and Institutional Change" (Oliver Fulton, Susan Ellwood); "Access Courses" (John Brennan); "Qualifications, Paradigms and Experiential Learning in Higher Education" (Robin Usher); "The Ideology of Higher Education" (Malcolm Tight); "Putting Learning at the Centre of Higher Education" (Peter Wright); "Access: Towards Education or extended to develop additional indicators of the condition of higher education in the nation. Chapter 2, "State Ranking Tables," contains 25 tables covering enrollment, salary, revenues, endowment, expenditures, student assistance, tuition and fees, research, library and appropriations data. Chapter 3 presents the state profiles and comprises the bulk of the report. Each profile details institutions, enrollment, faculty salaries, revenues, expenditures, scholarships and fellowships, and degrees awarded. Appendixes contain a glossary of terms, a listing of institutions by state, technical notes, and information on Puerto Rico. (JB)

ED 345 653 HE 025 549

Cameron, David M.
More Than an Academic Question: Universities, Government, and Public Policy in Canada.
PUB DATE- 91
NOTE- 473p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- Educational History; Educational Trends; Foreign Countries; *Government School Relationship; Higher Education; Policy Formation; *Public Policy; *State Universities
IDENTIFIERS- *Canada; Canadian Government

This book tells the story of Canada's universities and the public policies that have shaped and supported them focusing on university and government interdependence. The book concentrates on the period from the mid-1950s to the early 1990s. However, Chapter 1 begins with a summary account of the development of Canadian universities from their beginnings in the 17th century to the eve of their highest growth in the 1950s. From there the account proceeds in two parts, the first exploring the formation and content of public policy and the second examining changes in the government and management of universities. The five chapters of Part I look at the expansion of the university system, the management of their growth, the development of provincial systems, and the consequent strain placed on the delicate balance of university-government relations. Part II addresses public policy in four chapters beginning with a look at the controversy surrounding the Crowe affair in 1957 and the subsequent reform movement. The following chapters explore a second wave of reform and the constraint characterizing the 1980s. The final chapter draws together the major themes and presents reflections on Canadian federalism and public policy. Included are 19 tables, two charts, and an index. Notes accompany each chapter. (JB)

ED 345 654 HE 025 550

McDonough, Patricia M.
Buying and Selling Higher Education: The Social Construction of the College Applicant.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the American Educational Research Association Conference (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admissions Counseling; *College Admission; *College Bound Students; *College Choice; Counseling Services; Cultural

Support through Policies and Standards"; (5) "Integrating Telecommunications and Networking"; (6) "Managing Information Technology for Academics"; (7) "New Technologies and Applications Management"; and (8) "Management Challenges for Distributed Service." Also included are a listing of corporate participants and description of their activity as well as pictorial highlights and a conference evaluation summary. (JB)

ED 345 674 HE 025 586

Assessing the Progress of Reauthorization: An Examination of Direct Lending.
PUB DATE- Oct 91
NOTE- 83p.; Contains some pages of small print which may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- Banking; Educational Finance; *Federal Legislation; *Federal Programs; Financial Needs; Higher Education; Need Analysis (Student Financial Aid); Policy Formation; *Student Loan Programs
IDENTIFIERS- *Higher Education Act 1965; *Reauthorization Legislation

This paper offers information and analysis of the direct lending portion of the reauthorization of the Higher Education Act of 1965. The direct lending proposal is described in an opening letter to the reader as a provision that would make the Pell Grant Program an entitlement and raise the maximum award to $4,500 with provisions that would establish a single need analysis system, phase out several current programs by 1994, and establish a direct loan program in its place. The materials presented in this document relate to that proposal. A first section presents background on the issue including a discussion of how the proposal got underway and the Secretary of Education's initial assessment of the idea. Included here are materials from the Education Secretary, Lamar Alexander, detailing direct student loan options: the current programs with proposed policies, a full direct loan program, a mixed program, and expansion of the current direct loan program. Also presented is the draft legislation from the House of Representatives on direct lending along with a synopsis of that legislation. A letter from Representative Robert E. Andrews discusses the direct loan program and a paper from the Student Loan Marketing Association offers criticism of the proposal. A final section presents additional issues for consideration. (JB)

ED 345 675 HE 025 587

Mikitka, Kathleen Faith; Van Camp, Mary Lou
Female Intense Curricula: Fashion Merchandising in Home Economics and Associated Programs in Higher Education.
PUB DATE- 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; Clothing; *College Programs; Consumer Science; Curriculum; Departments; *Fashion Industry; Females; Higher Education; *Home Economics Education; Marketing; Undergraduate Study; *Womens Education
IDENTIFIERS- Infrastructure

Producing Training Films and Videos" "Motivating Economic Action," and "The Overmarketing of Social Marketing." The lead article in the third issue sets the theme: "Indigenous Communication and Indigenous Knowledge." Other articles include: "Reinforcing Campesino Wisdom in the Andes," "Analogy in Health Education: Using the Familiar To Explain the New," "The 'Fertilizer Bush' Drama," "Tips for Documenting and Transferring Local Knowledge," "Challenging Tradition in Nigeria," "Sacred Messages for AIDS Prevention," "An African Healer Speaks Out on AIDS," and "Weaving Together Folk Media and Mass Media." Information technology is the focus of the last issue: "Information Technology: What About the Plain Old Telephone?" "Packet-Radio--The 'Missing Link'?" "SatelLife: Lifelines throughout Africa," "Econet: The Environmental Computer Network," "When Disaster Strikes: Communications Technology in the Sky," "When Disaster Strikes: Making Decisions on the Ground," "The (Solar) Power To Communicate," and "The Information Revolution Need Not Exclude the Poor." (DB)

ED 345 694   IR 015 500

Crystal, Enid
High Technology Product Training for Sales Representatives of Spectrum Healthcare Solutions and International Business Machines Corporation.
PUB DATE- Jun 91
NOTE- 447p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Computer Software; Industrial Training; *Instructional Design; Instructional Development; *Merchandising; On the Job Training; Postsecondary Education; Retraining; *Salesmanship; *Sales Workers; Surveys; Training Methods; Training Objectives
IDENTIFIERS- IBM Corporation; *Spectrum Healthcare Solutions Inc

This report describes an application of the Instructional Systems Design (ISD) process to a product knowledge training project for Spectrum Healthcare Solutions, Inc., including the steps and substeps in the phases of analysis, design, development, implementation, and evaluation. The training project was designed to address the need for increased technical knowledge for sales representatives who already possessed good salesmanship skills. The project consisted of a training module attended by 20 representatives from Spectrum Healthcare Solutions and 15 from Spectrum's business partner, International Business Machines, Inc. The training, which utilized a variety of media, including transparencies, slides, and live demonstration of computer software, was designed to give the sales representatives the proper amount of product knowledge in a timely, cost-effective manner. In the future, it is expected that the number of customers "lost" because of a lack of knowledge on the part of the sales workers will decrease as a direct result of this training. This report focuses on the strategies used to bring about changes in knowledge about a specific new product, and it contains all procedures, instructional materials, and evaluations involved in the training module. (15 references) (DB)

ED 345 695   IR 015 502

Buchholz, William
A Learning Activity for At-Risk Ninth through Twelfth Grade Students in Creating a Computer Generated Children's Storybook

languages. The language features of each are summarized in terms of the concepts of mode, command statements, data storage, program control, math functions, and documentation, and similarities and differences are indicated. An instructional program written in HyperCard was duplicated as closely as possible in BASIC to use as a case study in order to examine the similarities and differences between the two languages. The content of the program consists of a telephone questionnaire from an applied social research study. Step-by-step instructions are given to the interviewer (the program user) as an interview is conducted. Getting the respondent on the phone, asking for permission to participate in the study, six survey questions, ways to document answers, and the interview's closing comments were included. It was found that, in general, although both languages allow for user friendly programs, overall HyperCard was easier to program to allow for user friendly features. (13 references) (DB)

ED 345 713 IR 015 546

Buckland, Michael; Dye, Charles M.
The Development of Electronic Distance Education Delivery Systems in the United States. Recurring and Emerging Themes in History and Philosophy of Education.
PUB DATE- Oct 91
NOTE- 75p.; Paper presented at the Annual Conference of the Midwestern Educational Research Association (13th, Chicago, IL, October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Cable Television; Communications Satellites; *Delivery Systems; *Distance Education; *Educational Radio; *Educational Television; *Federal Legislation; Higher Education; Information Networks; Microcomputers; Public Television; Technological Advancement; Telecommunications

This paper presents a history of electronic distance education in the United States. Three broad categories of delivery systems are described: (1) over-the-air open circuit systems such as VHF-UHF stations, microwave, instructional television fixed service (ITFS), communications satellites, and educational radio and television; (2) through-the-wire, or closed circuit systems such as intraschool closed-circuit television, cable television, telephone applications, and campus information networks; and (3) direct physical delivery, including hand-carried videotapes, cassettes, discs, mail, videotape recordings, and library materials. Discussion focuses primarily on over-the-air and through-the-wire delivery systems, with emphasis on relevant U.S. government legislation. The history begins in 1844 with the telegraph, continues through the telegraph printer, the first transatlantic telegraph cable (1869), telephones (1876), the phonograph (1877), and through 1896 with the first patent for radio obtained by Marconi. Twentieth century advancements in communications technology are discussed in detail. Federal legislation noted includes the 1912 and 1927 Radio Acts, the development of the Federal Radio Commission, predecessor of the Federal Communications Commission (FCC), and other standards adopted first for the regulation of the radio spectrum and then for the regulation of the television spectrum. Also included in this discussion are the development of national organizations and agencies, convened in response to special interest groups and to specific library's activities, among them a computer lab, a language lab, the current events alcove, the audiovisual alcove, display cases, programming, and the conference room. The main attraction is the current events alcove, which will include a video wall of cable, network, and local news, as well as another stack of monitors to display additional broadcasts or video bulletin boards. Included in the audiovisual alcove area are 56 mediated carrels linked to the campus cable television system and data network, as well as terminals for the library's online catalog. The online catalog uses the Colorado Alliance of Research Libraries (CARL) system and is also networked with CARL's periodicals index. The general and special collections, which are located on the second floor, include extensive materials on Japan and China. (MAB)

ED 345 731 IR 054 029

Wesley, Threasa L.
A Student's Guide to Effective Library Research.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; College Students; Higher Education; Information Retrieval; *Information Seeking; *Information Utilization; *Library Instruction; Library Skills; Problem Solving; Reference Materials; *Search Strategies

Designed to introduce the college student to library research and information use skills, this guide begins with an initial survey of the topic and progresses to how to write a report. It is divided into the following sections: (1) Introduction to Library Research; (2) Analyzing Your Subject and Beginning Your Research Plan; (3) Gathering Information Sources (e.g., determining appropriate research guides, choosing among available information sources, using library catalogs, boolean searches, using indoxes, and locating sources not owned by the library); (4) Reading and Analyzing Information Sources (e.g., noting frames of reference, the importance of questioning sources); (5) Reporting Your Research (e.g., formulating the thesis, developing the report, and information research and communication skills); and (6) Functioning in an Information Based Society. Worksheets accompany several of the sections. (MAB)

ED 345 732 IR 054 030

Takooshian, Harold
Teaching Library Skills.
PUB DATE- Aug 91
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, CA, August 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; *College Students; Higher Education; *Information Retrieval; Information Seeking; *Library Instruction; *Search Strategies; Social Sciences; User Needs (Information)
IDENTIFIERS- Fordham University NY

Noting that information retrieval in the library is a task that bibliography, the Depository Library Council recommendations, the names and addresses of the study consultants, suggestions for the BBS file content, and a discussion of alternative dissemination technologies, i.e., online services, electronic mail, fax technology, and direct media dissemination. (MAB)

ED 345 751   IR 054 087

Ladner, Sharyn J.; Tillman, Hope N.
How Special Librarians Really Use the Internet: Summary of Findings and Implications for the Library of the Future.
PUB DATE- 29 Mar 92
NOTE- 12p.; "This report was posted on March 29, 1992, to nine computer conferences where call for participation announcements had been posted in the summer of 1991: BUSLIB-L, LIBREF-L, LIBRES, MEDLIB-L, PACS-L, LAW-LIB, LIBADMIN, MAPS-L, and PAMnet."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Computer Networks; Databases; *Electronic Mail; Electronic Publishing; Information Networks; *Librarians; Library Surveys; Online Searching; Online Systems; *Special Libraries; Telecommunications; Teleconferencing; User Needs (Information); *Use Studies
IDENTIFIERS- BITNET; *INTERNET

A five-page electronic questionnaire was sent to 113 special librarians who responded to "Call for Participation" announcements posted on nine computer conferences in July 1991 and a similar announcement in the August 1991 issue of the monthly newsletter of the Special Libraries Association. Fifty-four librarians completed the questionnaire, which sought information on the computer conferences to which they subscribed; the length of time they had been using either BITNET or the Internet; and the type of training they had had in using either of the two networks. In addition, the respondents were asked to rank five functions or capabilities available on either BITNET or Internet--electronic mail and computer forums, remote database searching, file transfer and data exchange, research and publication on the Internet--by extent of use. They were also asked to determine the importance and value of BITNET or Internet to their work and for special librarians in general. Analyses of the responses indicated that the respondents' median experience level on the Internet or BITNET was 24 months; 65% of the respondents had trained themselves on the Internet, while 59% had learned informally from a colleague; formal training ranging from a single one-hour class to more structured learning was available to 39% of the librarians; and an overwhelming majority of the special librarians in the study (93%) used the Internet for electronic mail. (MAB)

ED 345 752   IR 054 132

Stripling, Barbara K.
Libraries for the National Education Goals.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 125p.; For a digest based on this monograph, see IR 054 144; for three key related reports, see ED 319 143, ED 327 985, and ED 334 279.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB DATE- Jun 92
NOTE- 19p.; Project supported by funds from the Carl D. Perkins Vocational Education Act (Title II, Part B), PL 98-524. For related documents, see ED 322 983 and JC 920 245.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Guides; *Minority Groups; *Nontraditional Students; Nurses; *Nursing Education; *Practical Nursing; *School Holding Power; Special Needs Students; Student Personnel Services; *Student Recruitment; Two Year Colleges

In 1991-92, Napa Valley College participated in a statewide project to develop and publish this guide for recruiting and retaining underrepresented groups and special populations in vocational nursing. Among the highlighted recommendations presented in the guide are the following: (1) disseminate information on nursing education and job opportunities to special populations at the elementary, middle, and high school levels, providing profiles of and access to role models from these populations; (2) provide information on and access to financial aid and support services, such as child care, tutoring, and skills centers; (3) develop a statement describing proficiencies required for success; (4) help enrolled nursing students develop self-esteem, personal motivation, and effective study, self-improvement, and life skills; (5) ensure basic competency in math, English, and critical thinking; (6) provide enrolled students with access to support groups, study groups, "buddy system" programs with peers, support services, and adequate time to study; (7) ensure adequate financial support; (8) develop a stated program philosophy reflecting the commitment of faculty to working with special population students; (9) provide appropriate assessment, testing, and referral services for students; (10) continually assess the relevancy of admission, curriculum, and graduation requirements; (11) develop learning materials, teaching strategies, and evaluation procedures appropriate to the special needs of students, and provide related staff development activities; (12) model cultural diversity throughout the curriculum, on the Advisory Committee, and within the faculty; and (13) develop job placement opportunities for graduates. Ten references and "Creating Success for Students in the Nursing Program: Shifting the Paradigm," by Ron Rhyno are attached. (JSP)

ED 345 769 JC 920 245

Zylinski, Doris; And Others
Comparative Study of Vocational Nursing Curriculum and Employer Requirements. Update. Napa Valley College, October 1991-June 1992.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 92
NOTE- 61p.; Project supported by funds from the Carl D. Perkins Vocational Education Act (Title II, Part B), PL 98-524. For related documents, see ED 322 983 and JC 920 244.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Chi Square; *College English; Community Colleges; Comparative Analysis; Correlation; Courses; *Grades (Scholastic); Graphs; *Prerequisites; *Speech Communication; *Student Placement; Two Year Colleges; Two Year College Students; *Writing Instruction

In 1992, a study was conducted at Golden West College (GWC) in California to determine whether an English prerequisite should be required for a speech communication course and, if so, what level of English course was necessary. Fourteen sections of Speech Communication 100 were randomly chosen from the spring, summer, and fall semesters during the 1991 calendar year, representing a total of 410 students. The grades of students who completed the course were recorded from class rosters. Then, grades of the highest previous English class and placement tests for these students were examined. The following four categories were determined based on the level of the English course students had either placed out of or passed: higher than English 100; English 100; English 10; and English 9 or lower. Seventy-six of the 410 students in the sample had no apparent history with English courses or English course placement at GWC and were therefore excluded from the analyses. For the 334 students in the final sample, those who had already passed English 100, or a course for which English 100 was a prerequisite, had a success rate (i.e., a passing grade of A, B, or C) of 88.8% in Speech Communication 100, while the success rates for the English 100 and English 10 qualification groups were 85.6% and 82.3%, respectively. The success rate for the English 9 or lower group was 73.8%. A chi-square test performed on these data indicated that the two dimensions examined were not dependent. The study concluded that there was insufficient evidence to warrant implementation of any of the English eligibility levels as a prerequisite for Speech Communication 100. An appendix provides related data tables and graphs. (JMC)

ED 345 786 JC 920 266

Spicer, Scot L.; Sanchez, Jorge R.
Caught in the Shadows: Immigrant Educational Access -- The Amnesty Population.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Apr 92
NOTE- 56p.; A research project produced under contract from the Amnesty Educational Unit of the California Community Colleges.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Economically Disadvantaged; Educationally Disadvantaged; *Educational Needs; English (Second Language); Foreign Workers; Hispanic Americans; *Limited English Speaking; *Mexican Americans; Minority Groups; Needs Assessment; Postsecondary Education; Two Year Colleges; *Undocumented Immigrants
IDENTIFIERS- *Amnesty; *Immigration Reform and Control Act 1986

A study was conducted by Glendale Community College (California) in 1991 to obtain information about amnesty applicants participating in programs offered by the California community colleges. Two sets of data were used for the study. The first

Community Colleges; Educational Discrimination; Educational Mobility; Enrollment; *Financial Problems; Higher Education; Interviews; Retrenchment; *Selective Admission; *State Standards; *State Universities; Transfer Policy; Two Year Colleges; Upper Division Colleges
IDENTIFIERS- *University of Florida

Florida's Higher Education Articulation Agreement, established in 1959, has long been recognized as a model of a state-coordinated, integrated system of public higher education. But explosive population growth combined with three years of state budget crises, resulting in $155 million of cuts to higher education, have threatened this system of 28 community colleges and 9 state universities. A study was conducted in the spring of 1992 at the University of Florida, Gainesville (UF) to determine the effect of the increased use of "limited access" admission criteria in upper division programs and colleges within UF on state-mandated articulation policies. Research included an examination of primary information sources and documents, a historical review of secondary sources, and interviews with several UF deans and undergraduate student advisors. Key findings included the following: (1) since undergraduate enrollment caps were implemented in 1986, the percentage of community college students admitted to UF has dropped from 13% to 10%; (2) in 1991, UF admitted 51.1% of its native students into limited access programs, but only 26.9% of the community college transfer students; (3) admission figures for students meeting or exceeding minimum requirements were 95% for native students and 86% for Associate degree transfer, but native students were 2.74 times as likely than transfer students to be admitted even though they did not meet minimum program standards; and (4) given the number of fully qualified students rejected by limited access programs, the figures suggest a preference for admitting lesser qualified native students over fully qualified community college transfer students. Ten detailed recommendations, and a 33-item bibliography are included. (JSP)

ED 345 803   JC 920 285

Anandam, Kamala; And Others
Project SYNERGY: Software Support for Underprepared Students. Software Implementation Report.
PUB DATE- Sep 91
NOTE- 81p.; For a related document, see JC 920 286.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Basic Writing; Case Studies; Community Colleges; *Computer Assisted Instruction; *Computer Software; *Courseware; Educational Technology; *High Risk Students; Programed Instructional Materials; *Program Implementation; Reading Instruction; *Remedial Instruction; Remedial Mathematics; Two Year Colleges
IDENTIFIERS- IBM Corporation; Miami Dade Community College FL; Project SYNERGY

Miami-Dade Community College's (MDCC's) implementation and assessment of computer software as a part of Project SYNERGY, a multi-institutional project funded by the International Business Machines (IBM) Corporation designed to seek technological solutions for helping students underprepared in reading, writing and mathematics, is described in this report. An Introduction by Kamala Anandam provides an overview of the project, focusing on its implementation model and the role of and (6) factors influencing reader bias included perceived paper length and word count, ease of reading, and surface correctness. The document includes a series of recommendations, questions for further study, and 19 references. Appendixes provide the survey instruments and exam questions. (JMC)

ED 345 819 JC 920 304

A Fiscal Profile of the Illinois Public Community College System, Fiscal Years 1966-1992.
PUB DATE- Jul 92
NOTE- 38p.; For the previous edition of this report, see ED 307 911.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110),Historical Materials (060)
DESCRIPTORS- Budgets; *Community Colleges; *Educational Finance; Educational History; Equalization Aid; *Financial Policy; *Financial Support; Grants; Income; *State Aid; State Surveys; Statewide Planning; Tables (Data); Tax Allocation; Tuition; Two Year Colleges
IDENTIFIERS- *Illinois

An overview is provided of the fiscal development of the Illinois public community college system. Introductory sections consider the history and administrative structure of the system, and explain special funding provisions of the Public Junior College Act of 1965. The next section provides a profile of past state appropriations, focusing on average tuition rates since 1967, credit hour grant rates from 1966 to 1992, equalization grants, special grants, and other state, federal, and miscellaneous grants. Next, an explanation is provided of the present funding plan, which relies on three major funding sources: (1) state appropriations in the form of credit hour grants, equalization grants, and other special grants, which together represent 29.9% of the colleges' revenues; (2) local funding through property tax assessments, which account for 40.4% of the revenues; and (3) student tuition and fees, which contribute 24.3%. This section also includes a breakdown of total state appropriations from 1966 to 1992, of local property tax equalized assessed valuations for 1969 through 1990, and of changes in sources of college operating revenues between 1973 and 1988. An appendix contains worksheets illustrating the state's community college funding plan, providing formulas and calculations of estimated funds needed and available. (JMC)

ED 345 820 JC 920 305

Data and Characteristics of the Illinois Public Community College System.
PUB DATE- Jun 92
NOTE- 154p.; For the 1990-91 report, see ED 333 907. Some tables contain small type which may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; *College Faculty; College Programs; *Community Colleges; Construction Programs; Educational Facilities; *Educational Finance; *Enrollment; Financial Support; Full Time Equivalency; Public Colleges; School Personnel; School Statistics; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Check Lists; *Curriculum Development; Curriculum Evaluation; *Curriculum Guides; *Early Childhood Education; *Educational Principles; Foreign Countries; Physical Disabilities; *Preschool Curriculum; Racial Differences; School Readiness; Sex Fairness; *Social Values; Teacher Responsibility
IDENTIFIERS- *Australia; Developmentally Appropriate Programs

This text describes curriculum guidelines that provide a set of principles that should form the basis for curriculum decision making in early childhood centers in Australia. The guidelines also make explicit some of the social and educational values that underpin the development, implementation, and evaluation of curricula. The guidelines are organized into eight sections. In each section, the key principles that should be taken into account when a curriculum is designed are specified, and a rationale for the principles is provided. In some sections, issues relevant to the section's topic are examined. Section topics are: (1) professional responsibilities; (2) developmentally appropriate practice; (3) equity of access and participation; (4) cultural and racial equality, particularly for Koori children and children from non-English speaking backgrounds; (5) gender and equality; (6) developmental delay/physical impairment and equality; (7) geographic location and equality; and (8) transition to school. A program evaluation checklist that covers each of the topics considered in the curriculum guide is included. A reference list of more than 100 items is provided. (BC)

ED 345 837 PS 020 474

The Adoption Assistance and Child Welfare Act of 1980 (Public Law 96-272): The First Ten Years.
PUB DATE- Aug 90
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adopted Children; *Adoption; Child Abuse; Child Development; *Child Welfare; Family Attitudes; Family Programs; *Federal Legislation; *Foster Care; Foster Family; *Placement; Program Evaluation; Program Implementation
IDENTIFIERS- Adoption Assistance; *Adoption Assistance and Child Welfare Act 1980; Guardianship; *Permanency Planning (Foster Care)

The Adoption Assistance and Child Welfare Act of 1980 (PL 96-272) provided major federal initiatives to reform the state child welfare system. The goals of the act were to keep families together by providing them with services and to find permanent adoptive homes for children who could not be reunited with their parents. This report examines the results of the act 10 years after its enactment. The report consists of 5 separate papers. The first paper (by Richard P. Barth and Marianne Berry) on the outcomes of permanency planning after 10 years, reports on service outcomes, stability of placements, children's developmental outcomes, and children's and families' satisfaction with foster care. The second paper (by Judith Anderson) studies the characteristics of children in care, the rise in the foster care population, and adoption services. The background and purposes of PL 96-272, its implementation by the courts, and barriers to its continuing implementation, are reviewed in the third paper (by Mark Hardin). The fourth paper characters, sequence, feelings, description, conversation, and an ending. The children's first stories had a median score of four of these elements. After story six, all stories maintained a median score of five or more elements. The acting out of personal stories seemed to elicit commitment from children. The project description contains 24 references and 3 figures illustrating trends in the presence of story elements. (AC)

ED 345 854 PS 020 547

Hartup, Willard W.
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Psychology; *Children; *Cognitive Development; Developmental Psychology; Elementary Secondary Education; *Friendship; *Peer Relationship; Personality Development; Preschool Education; *Psychological Patterns; *Social Development
IDENTIFIERS- ERIC Digests

Peer relations contribute substantially to both social and cognitive development. The essentials of friendship are reciprocity and commitment between individuals who see themselves more or less as equals. Affiliation and common interests, the main themes in friendship relations, are first understood in early childhood. Friends serve as emotional resources, affording children the security to strike out into new territory and acting as buffers from negative events. Friends also act as cognitive resources, for they teach each other through peer tutoring, cooperative learning, peer collaboration, and peer modeling. Because cooperation and conflict occur more readily in friendships than in other social contexts, friendships are also important to the development of social skills, and children's friendships are thought to be templates for subsequent relationships. Although relatively few investigators have sought to verify the developmental significance of friendship, emerging evidence suggests that having friends, making friends, and keeping friends forecast good developmental outcomes. These outcomes may appear in the areas of positive self-attitudes and the functioning of future relationships. Children with friends are better off than children without friends, though if necessary, other relationships can be substituted for friendships. Consequently, friendships should be viewed as developmental advantages, rather than developmental necessities, and evidence concerning friendships as educational contexts should be read in this light. (AC)

ED 345 855 PS 020 549

Ooms, Theodora; Herendeen, Lisa
Federal Child Care Policy. Current and Proposed. Family Impact Seminar (Washington, D.C., April 28, 1989). Meeting Highlights and Background Briefing Report.
SPONS. AGENCY- Consortium of Family Organizations.; Rockefeller Foundation, New York, N.Y.

years, academic achievement scores have gone down; (3) ambivalent messages sent by schools when athletes are given privileged status, and peers pressure against academic achievement; and (4) classroom practices by teachers who, although well-intentioned, give students unchallenging work, or convey to students their low expectations. Several strategies to increase student effort are suggested. Appendixes include summaries of conference papers on the role of student effort in Japanese schools; the use of compensatory practices in American schools, such as giving out test answers before a test; and students' interpretations of teachers' behavior and attitudes. (BC)

ED 345 872 PS 020 603

Selected Papers from the Breivogel Conference (University of South Florida at Fort Myers, April 10-12, 1991).
PUB DATE- 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- At Risk Persons; Early Childhood Education; *Educational Improvement; Educational Innovation; *Educational Quality; Elementary Secondary Education; Higher Education; *Intervention; Middle Schools; Minority Groups; Program Descriptions; *Program Evaluation; Reading Diagnosis; Teacher Education; Teaching Methods
IDENTIFIERS- Florida; Middle School Instructional Practices Scale

This research bulletin presents six selected papers from the annual conference of the Florida Educational Research Council. The papers are intended to help educators improve the quality of education in their communities. The papers are: (1) "Minority Education Intervention: The Experience of Two Programs with Middle and High School Students and Their Families," by Lee Duffus and Madelyn Isaacs, which discusses the development, characteristics, and assessment of two school intervention programs; (2) "Efficacy of At-Risk Children Teaching Programs," by Carolyn Lavely and others, which reviews the literature concerning programs designed to enhance the educational development of at-risk children; (3) "Measuring Implementation: Tools for Researchers," by Marsha M. Sprague, which outlines investigations into the nature of the implementation of educational innovations; (4) "Mediated Reading Levels of Chapter 1 Third Grade Students," by Sherry Kragler, which examines the placement of children in reading groups; (5) "From the Garden of Academus to Imaginative Planning for Teacher Education," by Carolyn Spillman and others, which considers several current elements in teacher education programs at the University of South Florida and elsewhere; and (6) "The Middle School Instructional Practices Scale," by Roberta Thomas and others, which describes a middle school assessment scale used in the Orange County, Florida, public schools. Reference lists are included with individual articles. (BC)

ED 345 873 PS 020 605

Hazlett, Shirley Holder
Growing Up Healthy: Health Education Curriculum Guide for Kindergarten Developed in the San Francisco Unified School District. Fourth Edition.
SPONS. AGENCY- Zellerbach Family Fund, San Francisco, Calif.

This program has generated some solutions for improving staff development in rural settings, including: (1) linking rural schools and outside experts through audiographic computer systems that simultaneously transmit voice and graphic images; (2) encouraging staff ownership of training so that the schools and the university share responsibility for planning and delivering training sessions; (3) improving on-the-job performance by training teachers to apply the concepts immediately to real-life classroom situations; and (4) fostering stronger collaboration among rural teachers through cooperative learning projects. Distance education and communication technologies can give teachers in rural communities opportunities to upgrade their skills when more conventional forms of training are not available to them. This approach also allows flexibility in developing training activities that are well-suited to the needs of rural communities. (LP)

ED 345 891 RC 018 663

Welfare to Work: Effectiveness of Tribal JOBS Programs Unknown. Briefing Report to Congressional Committees.
PUB DATE- Mar 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alaska Natives; *American Indians; Federal Programs; *Job Training; *Program Effectiveness; *Program Evaluation; *Unemployment; *Welfare Services
IDENTIFIERS- Bureau of Indian Affairs; Department of Health and Human Services; *Job Opportunities and Basic Skills Program; Welfare to Work Programs

This report presents the results of a study of the Job Opportunities and Basic Skills Training (JOBS) programs operated by Indian tribes and Alaska Native organizations. Congress established the JOBS program to give recipients of Aid to Families with Dependent Children (AFDC) the education, training, work experience, and supportive services they need to increase their employability and move toward self-sufficiency. Seventy-six tribal organizations obtained approval to establish and operate their own JOBS programs. To assess program effectiveness, the U.S. General Accounting Office, Human Resources Division: (1) surveyed by telephone tribal JOBS administrators of 34 programs; (2) interviewed officials and gathered program data from 7 of these tribes; (3) interviewed officials of Health and Human Services headquarters and 3 of its regional offices, 2 area offices of the Bureau of Indian Affairs, and various interest groups; and (4) visited 7 tribes. Researchers were unable to assess the effectiveness of tribal JOBS programs because: (1) evaluation criteria were lacking; (2) sufficient and reliable program data were unavailable; and (3) there were no federal reporting requirements for these programs. Tribal JOBS administrators reported operating their programs under conditions of limited employment opportunities, high unemployment rates, and little economic development. The majority of administrators surveyed said that lack of transportation and child care made participation difficult. The appendices include fiscal year 1991 tribal JOBS allocation by state, and a list of major contributors to the report. (KS)

ED 345 892 RC 018 664

agency. Physical attributes of the home involve general appearance, atmosphere, environmental adaptations, and location. The section on resources for promoting capabilities emphasizes evaluation of staff, the planning process, the individualized program, communication strategies, evaluation procedures, and medical/support services. The philosophy of the agency is evaluated through consideration of policies, values, realization of values, residents, and parental involvement. At the beginning of the book, users prioritize each area of the assessment in rank order, and a summary sheet at the end of the book then provides an overall picture of the quality of the program. (JDD)

ED 345 456 EC 301 217

Everson, Jane M.; And Others
Interagency Collaboration for Young Adults with Deaf-Blindness: Toward a Common Transition Goal.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 92
NOTE- 111p.; For a related document, see EC 301 218.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Deaf Blind; Educational Opportunities; Education Work Relationship; Employment; Multiple Disabilities; Parent Participation; Social Integration; State Agencies; State Programs; *Teamwork; *Technical Assistance; Training; *Training Methods; *Transitional Programs; Young Adults; Youth

This monograph is a compilation of the knowledge gained by the Technical Assistance Center (TAC) of the Helen Keller National Center, from training and technical assistance activities conducted with state interagency teams serving youth and young adults with deaf-blindness. The book views interagency collaboration as essential in achieving community-integrated education, employment, and living outcomes for youth with deaf-blindness. Chapter 1 describes the purpose, benefits, design, and outcomes of the "cohort" training and technical assistance approach TAC uses with state teams. This approach involves training four to six state interagency teams during an intensive 2-3 day workshop, followed by specific and individualized technical assistance training activities for each state team. Chapter 2 focuses on the interagency collaborative process--what it means; what it entails; and the necessity of shared vision, interdependence of stakeholders, leadership, and communication. In Chapter 3, the salient aspects of a successful interagency process are discussed, with examples from several state teams in various evolutionary stages of the process. The development of a philosophy statement, the goal-setting process, the individual case study approach, parent involvement, interagency team-building and empowerment, and structural procedures are discussed. Chapter 4 discusses in more depth the critical component of parent involvement in the interagency team process. Chapter 5 presents strategies for identifying interagency problems and resolutions, facilitating group decision-making, and reaching consensus. Chapter 6 summarizes the critical points discussed in the preceding chapters. Appendices contain examples of state interagency team action plans, as well as structural procedures and guidelines for state interagency teams. (16 references) someone. The interview questions are on the left-side pages and instructions for the interviewer are presented on the right-side pages. These instructions include the purpose of each section, tips on how to ask questions, and instructions on how to record responses. The guide emphasizes questions that relate more to lifestyle issues and preferences rather than personal strengths and weaknesses. The guide is divided into the following sections: background information; where the individual lives; the individual's day program; future planning concerning the home and community environments; support needed in the bedroom, bathroom, kitchen, front room and at work/day program; and things the individual would like to do, places to go, and changes to make in current lifestyle. (JDD)

ED 345 474 EC 301 236

Wilson, Leslie; And Others
Evaluation of Supported Placements in Integrated Community Environments Project (SPICE). Final Report.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- Oct 91
NOTE- 172p.; For the Executive Summary of the Final Report, see EC 301 237.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Community Programs; *Deinstitutionalization (of Disabled); Group Homes; Independent Living; *Multiple Disabilities; Normalization (Handicapped); Nursing Homes; *Participant Satisfaction; Program Evaluation; *Quality of Life; *Severe Disabilities; *Social Integration

This evaluation project was designed to assess 37 persons (ages 21-72) who had moved from intermediate care facilities or skilled nursing facilities into innovative one-person or two-person community integrated living arrangements as a result of the Supported Placements in Integrated Community Environments project. The 37 persons had severe or multiple disabilities, but did not require 24 hour nursing care. The persons and their families were interviewed prior to their moves about their satisfaction with the nursing homes in which they were living, and 9-10 months after the move they were asked about their satisfaction with their new homes. The purpose of the evaluation was to determine whether people with severe disabilities were better off in small community residential settings and to identify the variables that contribute to quality residential services. The study found that, after their moves, participants were happier with their community services, had more opportunities for integration, gained new skills, and exhibited fewer challenging or problem behaviors. Their daytime activities became more productive and the support services used became less medical in nature and more community-based. Their families were also happier with the community services. In addition to analysis of consumer and family satisfaction, findings from on-site reviews of the 22 homes operated by the project are also presented. Interview instruments and site visit observation forms are provided in an appendix. (JDD)

ED 345 475 EC 301 237

Wilson, Leslie; And Others
Evaluation of Supported Placements in Integrated Community Environments Project (SPICE). Executive Summary of the Final

Phillips, Elaine M.
Anxiety and Speaking in the Foreign Language Classroom.
PUB DATE- 89
NOTE- 17p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Classroom Communication; College Students; *Communication Apprehension; French; German; Higher Education; Language Research; Linguistic Theory; Second Language Instruction; *Second Language Learning; Spanish; Student Attitudes

A study of communication anxiety in second language learning investigated: (1) the role of four factors (sex, language learning experience, language studied, and confidence) in student apprehension about speaking in the classroom; and (2) students' stated reactions to speaking. Subjects were 101 college students in 4 intact French, Spanish, and German classes. A questionnaire called the Measure of Speaking Apprehension, developed by the experimenter and based on a writing apprehension instrument, contained 30 statements about classroom activities, to which students responded on a 5-point affective scale. Responses to questionnaire statements are presented for each language group and for the total group. Results suggest that previous language learning experience, sex, and language studied are minimally related to anxiety, and confidence was found to be only moderately related. Analysis of responses to specific classroom activities revealed support for certain activities and suggested ambivalence or unfamiliarity with others. Responses to questions concerning evaluation suggest a high level of student confidence. Reactions to statements of non-specific anxiety suggest that educators should become more aware of student anxiety. Pair and small-group work, more frequent exposure to oral evaluation, and helping students establish reasonable goals are suggested to reduce apprehension. (MSE)

ED 345 496 FL 019 615

Belcher, Diane
How Professors Initiate Nonnative Speakers into their Disciplinary Discourse Communities.
PUB DATE- 89
NOTE- 20p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Academic Advising; College Faculty; *English (Second Language); *Foreign Students; Grading; *Graduate Students; Higher Education; Intellectual Disciplines; Language Research; Linguistic Theory; Peer Relationship; Socialization; Teacher Role; *Teacher Student Relationship; *Writing Instruction

A study investigated how content-area professors help graduate students who are nonnative speakers of English improve their discipline-related writing. Foreign graduate students (n=164) were surveyed and found to have writing experience in their disciplines. These students responded to questions about techniques professors used to facilitate writing, student behaviors in response to assignments, perceptions of what professors comment on, and factors that helped to improve their writing. Of the students surveyed, 14 were interviewed. The language-speaker attitudes and, on the other hand, the type and amount of input that the learner receives. The second approach takes the perspective of the differences between first- and second-language learners and between the processes by which language is learned. With regard to the "social distance" approach, the following aspects of English language learning are discussed: pidgins and pidginization; pidginization and second language acquisition; depidginization (gradual approximation of standard English); input and second language acquisition; foreigner talk; and the concept and role of social distance. In relation to the "fundamental distance" hypothesis, one researcher's findings about differences in adult and child language learning processes (lack of guaranteed success, variation in degree of success, variation in goals, fossilization, importance of instruction, and role of affective factors) are highlighted, and the strong influence of first language knowledge and general problem-solving systems is emphasized. The two approaches are found to be different but not contradictory, and further research is recommended. (MSE)

ED 345 516 FL 020 205

Hijirida, Kyoko; Sato, Carrie N.
Communicating Effectively in Japanese for Business. Second Year.
PUB DATE- 92
NOTE- 265p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Business Administration Education; *Business Communication; Higher Education; Hospitality Occupations; Hotels; *International Communication; *Japanese; Languages for Special Purposes; Language Skills; Listening Comprehension; Majors (Students); Reading Comprehension; *Second Language Learning; Textbooks; *Tourism; Travel

Designed for university students majoring in business with specific occupational goals involving the tourist industry, this textbook was developed to meet both academic and society needs by providing a clear relationship between the Japanese language class and the student's major field of study. The textbook focuses on three objectives: to produce individuals who can communicate and interact professionally with the Japanese visitor; to nurture intercultural understanding in order to deal empathetically with the Japanese visitor; and to provide the basis for further interaction and encouragement of language learning. The contents reflect the performance/goal oriented nature of the students and consist of five topics: airport, hotel, restaurant, shops, and scenic points. Each lesson aims to provide basic skills in speaking, listening, reading comprehension, and exposure to cultural information and limited writing skills. The text is used in the Japanese 211 course, "Japanese for Travel Industry Management and Business Majors" at the University of Hawaii at Manoa and represents the first semester of the second year level. Kanji is included in the text for passive learning, and supplemental instructional materials are provided for reading and writing skills, including English translations of sample dialogues. (LB)

ED 345 517 FL 020 212

Dickerson, Wayne B., Ed.; And Others
Issues and Developments in English and Applied Linguistics

than adequate language usage; (2) learning disabled students will lose whatever gains they may have in native language proficiency when they study a second language; (3) special-needs students will transfer native language problems to the second language; and (4) learning disabled students may enroll in a college not requiring foreign language study on the high school transcript. However, it is proposed that these arguments can all be rebutted by current research and observation, and that if the student has a strong will to learn a suitable second language, the educator has a responsibility to find a way to attain that objective. A 15-item bibliography is included. (MSE)

ED 345 537 FL 020 278

Smith, Wm. Flint, Ed.
Modern Technology in Foreign Language Education: Applications and Projects. The ACTFL Foreign Language Education Series.
PUB DATE- 91
NOTE- 372p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Chinese; Classroom Techniques; *Computer Assisted Instruction; Computer Software; Distance Education; *Educational Television; English (Second Language); Feedback; Foreign Countries; French; German; Indonesian; Instructional Effectiveness; Instructional Materials; *Interactive Video; Italian; Japanese; Journalism; Korean; Language Laboratories; Languages for Special Purposes; Language Teachers; Language Tests; Latin; Literature Appreciation; Outreach Programs; Portuguese; Program Descriptions; Russian; Secondary Education; Second Language Instruction; *Second Language Learning; Spanish; Student Placement; Swahili; Teacher Education; Thai; Uncommonly Taught Languages
IDENTIFIERS- Athena Language Learning Project; Germany; United Kingdom

This book, the second of two volumes devoted to instructional media in second language instruction, focuses on specific applications of advanced technology in the classroom. The first part, "Applications," contains seven chapters. They are: "The Language Laboratory in the Computer Age" (S. E. K. Otto); "Television Technology in the Foreign Language Classroom" (C. P. Richardson, S. G. Scinicariello); "Interactive Videodisc in Language Teaching" (Maj. M. D. Bush and Maj. J. Crotty); "The Athena Language-Learning Project: Design Issues for the Next Generation of Computer-Based Language-Learning Tools" (J. H. Murray, D. Morgenstern, G. Furstenburg); "The CLCCS CALL Study: Methods, Error Feedback, Attitudes, and Achievement" (G. L. Robinson); "The Computer and Foreign Languages in the High School" (J. E. Becker); and "CALL and NCCALL in the United Kingdom: Past, Present, and Future" (G. D. Davis). Part 2, "Projects," contains 18 chapters divided among the following categories: Television and Distance Learning; Interactive Audio; Interactive Video; Tests; Teacher Training; and Software. Chapters are: "PICS: The Project for International Communication Studies" (R. Altman); "French Media Courses for Journalism and Communications" (L. Vines); "German by Satellite: Technology-Enhanced Distance Learning" (H. S. Wohlert); "Interactive Tele-Classes from Germany" (D. D. Eddy); "Using Interactive Audio with Computer-Assisted Language Learning" (R. L. Jones); "FLIS: Random-Access Audio and Innovative Lesson Types" (G. M. Henry, J. F. Hartmann, P. B.

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Function Words; *Japanese; *Language Processing; *Reading Comprehension; Second Language Learning; *Second Languages; Time

A study investigated whether: (1) deletion of relationals, which are function words in Japanese, from Japanese text affects the text processing strategies of native and nonnative readers, as measured by indices of reading time and comprehension; (2) nonnative readers' proficiency levels affect reading strategies when processing Japanese texts with relationals removed; (3) native readers or nonnative intermediate or advanced readers are aware of the missing relationals when exposed to such text; and (4) advanced and beginning nonnative readers can make appropriate corrections to relationals-deficient Japanese text. Subjects were 22 native readers, 36 advanced level nonnatives enrolled in Advanced Japanese courses; and 41 intermediate level nonnatives in the second semester of second year Japanese. Subjects were asked to read manipulated (relational-deleted) texts and explain them in written language, make corrections, and submit to an interview based on the corrections the subjects made in their writing. It was found that the removal of relationals did not have a significant effect on reading comprehension. Reading time was dependent on proficiency and text type. Only natives and advanced nonnatives were aware of relational removal. Results suggest that relationals should be taught in the context of discourse. The role of relationals in reading comprehension is seen as unclear. A 20-item bibliography is included. (MSE)

ED 345 556 FL 020 348

Greensmith, Catherine
A Commercial French Course as Part of a University Degree.
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Business Communication; *College Second Language Programs; *Degree Requirements; Foreign Countries; *French; Higher Education; Instructional Materials; *Language Tests; Program Descriptions; Teacher Developed Materials; Testing
IDENTIFIERS- *University of Hull (England)

The University of Hull (England) has a 2-year commercial French course within its language program. The first-year of the course is required of all undergraduates. Materials are largely written by faculty. All faculty have additional training in French economy and culture. Testing occurs twice a year, with four written skill areas from the French "certificat" tested in May. The actual written "certificat" is administered at the University in June; a majority of program participants take the official exam. The areas tested include general language, reading comprehension, two-way translation, and business correspondence. Oral "certificat" testing, also in June, culture of Indochina. The third section provides background information specific to the story and additional readings. The subsequent section outlines ideas for whole-class and small-group teaching with this story, including pre-reading activities, motivational exercises, and vocabulary development activities. Finally, a student worksheet provides question-and-answer retention, comprehension, and discussion exercises to be used with a tape recording of the story. The tape recording is not included. (MSE)

ED 345 575 FL 020 414

Barnada, Kurt
Integrating Culture and Geography: Techniques To Combat Ethnocentrism in the Foreign Language Classroom.
PUB DATE- 12 Mar 91
NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cultural Awareness; *Cultural Pluralism; Elementary Secondary Education; *Ethnocentrism; *Geography Instruction; *Interdisciplinary Approach; Second Language Instruction

The study of geography and culture are both essential to development of global awareness and multicultural perspective. The two can be integrated in secondary school instruction, with the result of enhancing each. Cross-disciplinary strategies and activities can be adapted to any course with a cultural component, including second language teaching. Five themes in geography serve as a basis for instruction: location (cartography and relationships with other places); place (physical and human characteristics); regions; relationships within places; and movement (migration and trade). Reductions in geography instruction support the need for integration of this subject with others. The integrative and global approach to education is occurring at a time when secondary teachers are reorganizing curricula to promote self-directed learning. At the same time, language educators are reassessing and reinforcing the role of culture in second language learning. Geography can serve as the foundation for discussion of many aspects of culture, especially through incorporation of the five themes of geography. (MSE)

ED 345 576 FL 020 415

Gorman, Virginia
Incorporating Flexibility into Business Language Curriculums.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)

intended to pique a prospective student's interest in the university. The inquiry phase involves the school's response mechanism when a prospective student makes initial contact. The school's handling of a student who has applied for admission comprises the applicant phase, and student orientation is involved in the matriculation phase. It is noted that the previous declining enrollment of high school students has not only stabilized, but the quality of the entering classes has been enhanced. An appendix contains charts showing basic influencing factors in choosing a college and projected enrollment at Southeast, as well as photocopies of 1991 news clippings about the school's enrollment activity. (GLR)

ED 345 595 HE 025 481

Merisotis, Jamie P.; And Others
Higher Education Infrastructure: The Federal Role.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Educational Facilities; Equipment Maintenance; Expenditures; *Facility Improvement; Federal Government; *Financial Needs; *Government Role; Higher Education; Investment; Needs Assessment; *School Maintenance; *State Federal Aid; Trend Analysis

This research brief documents higher education's infrastructure needs, examines the effectiveness of existing financing vehicles and methods, and explores new approaches and methods of financing and long-term investment for buildings, equipment, and facilities. Currently, the bulk of capital funding occurs at the state level, and to a lesser extent, at the institutional level, yet this brief calls for a more collaborative funding effort, with the federal government joining this partnership. It is noted that current financing vehicles are inadequate to fund the necessary overhaul of higher education facilities, but that with structural changes such as those suggested in the brief, the federal government could work with states and institutions to enhance the status of higher education facilities. It is suggested that two federal strategies could leverage investments by other sectors: first, a matching grant program could provide funds to help higher education institutions reduce the $60 billion backlog; and second, the federal government could include colleges and universities in two initiatives for financing national infrastructure, a tax-exempt infrastructure bond, and an infrastructure trust fund. Contains a 14-item bibliography. (GLR)

ED 345 596 HE 025 483

Murphy, J. Patrick
Visions and Values in Catholic Higher Education.
SPONS. AGENCY- De Paul Univ., Chicago, Ill.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Catholic Educators; *Catholic Schools; *Church

persistence versus academic failure in the school of nursing was the seven pre-requisite course grade point average. Other combinations of predictors analyzed by multiple regression failed to produce significant results. In addition, the first semester experience (theory and clinical course grades, and clinical ratings) clearly enhanced the prediction of academic failures. The results suggested two programmatic strategies, the first of which is "early intervention" including tutoring and faculty mentoring for students with academic problems, and the second is "minimizing losses" by over-enrolling nursing programs and considering the first semester as a make-or-break trial. Included are six tables and nine references. (JB)

ED 345 615 HE 025 510

Conklin, John J.
An Assessment to Develop Strategic Goals for the North American Field Education Directors Association.
PUB DATE- Mar 92
NOTE- 47p.; Paper presented at the Annual Program Meeting of the Council on Social Work Education (Kansas City, MO, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accrediting Agencies; Administrator Attitudes; *Department Heads; *Field Instruction; Higher Education; Long Range Planning; National Organizations; *Organizational Objectives; Professional Education; *Self Evaluation (Groups); *Social Workers
IDENTIFIERS- *Council on Social Work Education; *North American Field Education Directors Assn

A study was done to gather data about the attitudes of members of the North American Field Education Directors Association in order to assist in developing clear organizational goals. The study proceeded in several ways. A survey instrument was developed and sent to 50 field education directors in the United States and Canada. Results were analyzed and data compiled using descriptive statistics. The results indicated the following conclusions: (1) field directors should be included in discussions when the Council on Social Work Education (CSWE) develops accreditation standards for field education; (2) there should be ongoing representation of field education on CSWE committees; (3) greater emphasis on the teaching of ethics to social work practicum students is needed; (4) classroom theory should be more closely integrated with practice issues; and (5) more textbooks on field education should be developed. An overall recommendation emerged that there is a definite need to set prioritized goals for the North American Field Education Directors Association. Such goals would include a closer working relationship with the accrediting body. Included are 3 tables, appendixes containing copies of the transmittal letter and the questionnaire, and 15 references. (Author/JB)

ED 345 616 HE 025 511

Banja, John D.
The Nurse as Patient Advocate: Implications for Nurse Education Programs.
PUB DATE- 31 Oct 91
NOTE- 9p.; Paper presented at the Meeting of the Southern Council of Collegiate Education for Nursing (Atlanta, GA, October 31,

Miseducation? Adults Imagine the Future" (Susan Warner Weil); "National Policy and Institutional Development" (Leslie Wagner); and "Creating the Accessible Institution" (Chris Duke). References accompany each chapter. (GLR)

ED 345 634 HE 025 529

Sheverbush, Robert L.; Smoot, Joseph G.

Organization and Proceedings of a Conference on University Cooperation in the Pacific Basin Region Sponsored by the Association of Southeast Asian Institutions of Higher Learning (Pittsburg State University, Pittsburg, Kansas, May 26-28, 1992).

SPONS. AGENCY- Association of Southeast Asian Institutions of Higher Learning, Bangkok (Thailand).

PUB DATE- 28 May 92

NOTE- 32p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Consortia; Curriculum Development; *Educational Cooperation; Foreign Countries; Higher Education; *Intercollegiate Cooperation; *International Cooperation; International Education; International Organizations

IDENTIFIERS- *Asia (Southeast); *Pacific Basin Countries

This proceedings document summarizes a conference on university cooperation in the Pacific Basin region. An opening section details the impetus for holding the conference and its organization. Further sections describe issues examined in each of the discussion sessions. The opening discussion session focused on a call to international concerns, description of the sponsoring organization, and recognition of the similarities in problems and issues facing communities world-wide. Panel discussions dealt with concerns of international students, particularly comfort with new communities and personal safety; barriers that students and universities face and how they can be overcome; international politics; the growth of the Asian market; divisions between nations and peoples; innovations in internationalizing curricula; and the development of the idea of the International University and the current status of this objective. A closing session summarized the conference. Included is a schedule and a list of conference participants. (JB)

ED 345 635 HE 025 530

Burwell, Ron; And Others

Values Assessment at Three Consortium Colleges: A Longitudinal Followup Study.

PUB DATE- Mar 92

NOTE- 157p.; Funding also received from the Christian College Consortium.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Church Related Colleges; College Students; Decision Making; *Ethics; Higher Education; Interdisciplinary Approach; Longitudinal Studies; *Moral Development; Moral Issues; Moral Values; Outcomes of Education; Religious Education; Student Attitudes; *Student Development; Student Evaluation; Values

A longitudinal study investigated developmental changes in moral and ethical decision-making among college students at three Christian, evangelical, liberal arts colleges. The three colleges had an "ethics across the curriculum" emphasis in

Influences; Enrollment Trends; Higher Education; *High School Graduates; Interviews; Marketing; *Socioeconomic Status; Student Characteristics

This paper examines the U.S. college admissions market in the late 1980s and 1990s and how enrollments have shifted, competition has increased, and nonschool-based services have mushroomed. Introduced is the concept of admissions management: a constellation of behaviors which include, among others, the buying of services to help mostly high-socioeconomic status, college-bound students maximize their college prospects, package themselves, and emotionally stabilize themselves as they try to deal with the difficult processes involved in college admissions. Also reviewed are enrollment trends, individual choice processes, and admissions environment in the context of the interaction between individual behavior and the practices of college admissions professionals. The paper takes as problematic the practices of many of today's college-going students who appear to be following newly legitimated cultural rules and patterns of activity regarding college choice. Also offered are insights into the social construction of a new type of person--a college applicant who is in need of the professional services of a private, independent educational consultant. Contains a 35-item bibliography. (GLR)

ED 345 655 HE 025 551

Menec, Verena H.; And Others
Assisting At-Risk College Students with Attributional Retraining and Effective Teaching.
PUB DATE- 24 Apr 92
NOTE- 29p.; Paper presented at the American Educational Research Association Conference (San Francisco, CA, April 20-24, 1992). For related document, see HE 025 552.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Attribution Theory; College Students; Foreign Countries; Higher Education; *High Risk Students; Instructional Effectiveness; Locus of Control; Performance; *Retraining; Student Characteristics; *Student Improvement; *Teacher Effectiveness; Videotape Recordings

This paper presents a study that assessed whether attributional retraining is an effective method for enhancing academic achievement in at-risk college students. Attributional retraining was provided to college students (N=198) who had previously performed either poorly or well on a test. Attributional retraining and previous performance (low or high) were further combined with a teaching variable, namely instructor expressiveness. Students received either none, one, two, or three videotaped attributional retraining sessions which stressed the role of effort and strategies. They then viewed a videotaped lecture presented by either a low or high expressive instructor. One week later, they wrote an achievement test based on the lecture. Results indicated that retraining enhanced performance on the achievement tests, but only when combined with effective instruction. Moreover, only students who had previously performed poorly benefitted from attributional retraining. These results suggest that contextual factors, such as teaching, and individual differences have to be considered when developing attributional retraining programs. Contains 15 references. (Author/GLR)

A study was done of higher education curricula with substantial enrollment by women (such as fashion merchandising and home economics) to examine the context and substance of the curricula, to identify infrastructures that have supported these programs, and to probe issues that face administrators, faculty and students engaged in such programs. The study involved a cross disciplinary team of scholars who are addressing issues surrounding these areas, a literature review and personal interviews. In addition, a strategically selected sample of highly positioned collegiate programs were audited to identify course requirements for bachelors' degrees emphasizing fashion merchandising. Findings validated an interdependent set of cross disciplinary courses that were central to the specialized emphasis, including economics and marketing. Consumer science was the most frequently designated integrative subject area. The most popular elective concentrations in conjunction with fashion merchandising were marketing, advertising, management, and other subjects offered in business administration. A myriad of incorporated department and division titles were found to be associated with fashion merchandising. In addition, given the numbers of students served and ascribed program qualities, faculty and administrative resources were considered relatively cost effective. (60 references) (JB)

ED 345 676 HE 025 588

Peters, John G.; Brinkerhoff, David B.
Balancing the Reward Structures of Promotion, Tenure, and Merit.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For a related paper, see HE 025 590.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *Faculty Promotion; Higher Education; *Merit Pay; Policy Formation; Program Effectiveness; Research Universities; Rewards; Teacher Effectiveness; Teacher Evaluation; *Tenure; Tenured Faculty
IDENTIFIERS- *University of Nebraska Lincoln

This paper presents an analysis of a long-term project at the University of Nebraska-Lincoln (UNL) to insure that effective teaching is rewarded. The document attempts to frame the issues and explore the effects of the project first in the area of the role of teaching in the awarding of tenure. Noting the tradition in academe of awarding tenure on a record of research and publication, the section explores the conditions under which teaching activity might be the basis for tenure and the teaching assessment issues that attend such policy. Going on to explore the role of teaching in promotion, the parallels between this area and tenure are pointed out as well as differences and generally accepted standards for promotion. Here it is noted that the effect of the UNL project on promotion cannot yet be measured. A final section looks at the role of teaching in the merit process and the project's attempt to address that area with a three-step merit matrix model. A conclusion notes the complexity of any effort to change the culture of a research university and offers some reflections on the project at UNL. (19 references) (JB)

ED 345 677 HE 025 590

Design.
PUB DATE- Jun 91
NOTE- 196p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; *Computer Assisted Instruction; *Computer Graphics; *Creative Art; Dropout Prevention; *High Risk Students; High Schools; High School Students; Questionnaires; *Student Motivation
IDENTIFIERS- Book Design

This report describes the development of a project designed to enable high risk high school students to acquire the skills necessary to create computer art. The project was based on a perceived need for the development of a curriculum in computer graphics that would motivate high risk students to acquire skills that could lead to a long term advantage in the growing field of computer art and to continue in school until graduation. A unit of instruction in storybook design was developed using computer assisted instruction (CAI). Project specification sheets and performance checklists were given to each student along with performance objectives and a variety of pre-design layout samples. Students first sketched their ideas on paper, then transferred the design into the computer. An evaluation of the CAI course indicated that students completed their projects successfully and showed great enthusiasm throughout the process. Post-test results were so successful that an inservice teacher workshop has been held in order to perpetuate this course and to initiate the development of others like it. This report covers the analysis, design, development, implementation, and evaluation of the project, and copies of associated worksheets, questionnaires, and checklists are appended. (20 references) (DB)

ED 345 696 IR 015 504

Oversight Hearing on the Use of Department of Education Funds. Hearing before the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session. (October 17, 1991).
PUB DATE- 92
NOTE- 64p.; Serial No. 102-80.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Agency Cooperation; Budgeting; *Educational Policy; Ethics; Federal Aid; Federal Government; Federal Legislation; Hearings; Junior High Schools; *Politics of Education; Presidents of the United States; Public Agencies; *Resource Allocation
IDENTIFIERS- Congress 102nd; *Department of Education

The oversight hearing documented in this report was convened to examine the expenditure of $26,750 to produce and televise an appearance by the President of the United States, George Bush, at Alice Deal Junior High School in Washington, District of Columbia, on October 1, 1991. In his opening address, Chairman of the House Committee on Education and Labor William D. Ford argued that the use of Department of Education funds resulted in the potential politicizing of the Department of Education and endangered the working relationship between previous presidential administrations and the Department of Education and the Committee. In addition to the opening statements, the uses for the media. Two chronologies are provided: the development and use of technology from 1812 to 1990, and legislation and philanthropy in distance education from 1910 to 1984. (25 references) (DB)

ED 345 714 IR 015 548

Leino, Jarkko
Dynamic Knowledge in School. An Action Research on Instructional Development with the Aid of Microcomputers. Research Bulletin 79.
PUB DATE- 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); *Change Strategies; Curriculum Development; Educational Research; Elementary Secondary Education; Foreign Countries; Information Technology; Inservice Teacher Education; *Instructional Development; *Instructional Innovation; *Microcomputers; Program Evaluation; School Restructuring; Student Participation; *Teacher Role
IDENTIFIERS- *Finland

A 5-year project conducted in three comprehensive schools in a small community near Helsinki, Finland, was designed to integrate new information technology into the curriculum and to assist teachers in changing traditional instructional practices. General goals of the project were: (1) to make the knowledge and learning process more active; (2) to help learning become a cooperative process in which teachers are facilitators rather than information presenters; (3) to help learners experience and participate in the responsibility for their own learning; (4) to effectively use new technology, represented by the microcomputer; and (5) to integrate school knowledge with students' other knowledge of society. The teachers' interest in the project was awakened with the aid of microcomputers. All of the teachers and principals participated voluntarily in the project, which, after the first stage, turned out to be an expanding undertaking for instructional and administrative development. The basis for development was teachers' small-group activities; the groups of 7 to 12 teachers decided on the objectives of each experimental year and planned and carried out the inservice education needed for attaining the objectives. An action-researcher interpreted relevant research results and gave practitioners help and advice in making use of the new technologies. This final report covers the rationale for the project; the theoretical background for curriculum, staff, and organizational development; the research method used to evaluate the project; problems and data gathering; the results of each of the experimental years; the viewpoints of the superintendent, the principals, and the teacher's groups; and a discussion of the changes in the schools. It is noted that the project was successful, and that, although the official project has been completed, the pioneering effort will continue. (74 references) (DB)

ED 345 715 IR 015 570

McLaughlin, Pamela
Computer Applications in Education: The Best of ERIC 1990.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92

is ubiquitous and easily overlooked in colleges, this paper discusses the importance of possessing effective library research skills. The speaker recounts his experiences with conducting library research as a doctoral student and describes how this problem eventually evolved into a library skills course offered at Fordham University (New York). The course, "Advanced Library Methods," was a free, non-credit experimental course targeted specifically for first-year students interested in social science. Seven students participated in this course, and all indicated that they found the course to be valuable. It is noted that Fordham plans to expand and institutionalize this course in 1992. Concluding the paper are a table listing the seven students' self-reported problems in the library, an annotated list of major sources of access to the social science literature, and instructions for searching the literature. (12 references) (MAB)

ED 345 733 IR 054 031

Roy, Loriene
Texas Public Libraries' Experiences with and Preparation for Censorship.
PUB DATE- Feb 92
NOTE- 32p.; Frequent light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Adults; *Censorship; Children; Fiction; Intellectual Freedom; Library Collections; *Library Materials; Library Surveys; Moral Issues; Nonfiction; Parent Attitudes; *Public Libraries
IDENTIFIERS- *Texas

This report presents the results of a survey which sought information about Texas public libraries' experiences with censorship. Of the 61 librarians surveyed, 59 responded. The survey results identify: (1) the representativeness of the libraries surveyed by percent of population served; (2) the respondents, grouped by library system; (3) the number of censorship attempts in the last five years (by size of population served and by year of occurrence); (4) the materials objected to; (5) the type of person objecting to these materials and their objections; and (6) the library holdings of 10 controversial titles by size of population served and by rural or nonrural status. It is noted that over the last five years, there were censorship attempts in 36% of the libraries. Censorship attempts were most frequently aimed at juvenile fiction, adult fiction, or juvenile nonfiction. In 62% of the censorship attempts, a parent asked that the item be removed from the library's collection. A major objection to the material was the frank discussion of sexuality. Four appendices contain a copy of the survey instrument; a summary of the results; verbatim responses describing how the library board of trustees was involved in seven censorship attempts; and a list of 10 controversial titles. (11 references) (MAB)

ED 345 734 IR 054 032

Texas Public Library Statistics for 1990.
PUB DATE- 91
NOTE- 465p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Adult Education; Career Exploration; Computer Networks; Drug Education; *Educational Improvement; Educational Research; Elementary Secondary Education; Learning Readiness; Learning Resources Centers; *Library Role; Lifelong Learning; Literacy Education; *National Programs; Postsecondary Education; Program Descriptions; Public Libraries; School Libraries
IDENTIFIERS- America 2000; Information Skills; *National Education Goals 1990

Focusing on the major educational initiatives of our times--the National Education Goals outlined and endorsed in 1990 by the nation's governors, and President Bush's America 2000 strategy--this report reviews and summarizes information about the role of libraries in many different educational efforts designed to meet the national goals. It is argued that libraries can and must play a pivotal role in meeting these goals, including efforts to prepare students to cope with learning in an information age (resource-based learning), and to provide a national electronic network for students, teachers, administrators, and community members (the National Education and Research Network). This work provides direct evidence of the relationship between existing and developing library programs and the national education initiatives, citing specific examples whenever possible or appropriate. A separate chapter is devoted to each of the six goals to be reached by the year 2000. Within each chapter, information is presented for each of three spheres of influence defined in "Education Counts: An Indicator System To Monitor the Nation's Educational Health" (U.S. Department of Education, 1991)--learning and schools, social context, and national values. Within each sphere of influence, examples of ways in which libraries can contribute to meeting the goal are presented together with research findings, comments, and highlights of programs already involved in the types of activities related to a particular example, and sources of the information given are cited. A 15-item selected bibliography of sources on which this work is based concludes the report. (BBM)

ED 345 753 IR 054 144

Brennan, Mary Alice
Libraries for the National Education Goals. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 4p.; Based on "Libraries for the National Education Goals," by Barbara K. Stripling; see IR 054 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Adult Education; Career Exploration; Computer Networks; Drug Education; *Educational Improvement; Elementary Secondary Education; Learning Readiness; Learning Resources Centers; *Library Role; *Library Services; Lifelong Learning; Literacy Education; *National Programs; Postsecondary Education; Program Descriptions; Public Libraries; School Libraries
IDENTIFIERS- America 2000; ERIC Digests; Information Skills; *National Education Goals 1990

DESCRIPTORS- *Articulation (Education); *College Curriculum; Community Colleges; Comparative Analysis; Curriculum Evaluation; *Employer Attitudes; Followup Studies; Nurses; *Nursing Education; Participant Satisfaction; *Personnel Needs; *Practical Nursing; State Surveys; Student Needs; Two Year Colleges

IDENTIFIERS- *California

In 1991-92, a project was undertaken at Napa Valley College to update the college's 1990 Comparative Study of Vocational Nursing Curriculum and Employer Requirements, to develop a model articulation program for licensed nurses pursuing associate degrees, and to produce a guide for recruiting and retaining underrepresented groups in vocational nursing programs. The study incorporated data from vocational nursing programs, employers of licensed vocational nurses (LVNs) in a variety of acute and long-term facilities throughout California, and recently licensed vocational nurses. Significant findings included the following: (1) 77.4% of the responding employers (n=235) indicated that they would hire more LVNs if they were available; (2) 43.6% of vocational nursing programs represented (n=39) currently had waiting lists for admission; (3) current graduates continued to meet the needs of health agencies; (4) the majority of the 89 vocational nurses surveyed were satisfied with their employment; (5) current programs needed support services for increasing numbers of students from special populations; (6) recent changes in programs included curriculum revisions, adding prerequisites, lengthening the programs, developing part-time programs, and adding leadership components; (7) curriculum recommendations included increased emphases on non-clinical skills, gerontology, and rehabilitation, while maintaining a medical-surgical focus; and (8) 86% of the LVNs surveyed (n=93) were interested in obtaining advanced degrees in nursing. Appendixes provide data tables for program, agency, and LVN survey questions, including the number of respondents. A three-page summary of data/conclusions for the model articulation program is also attached. (JSP)

ED 345 770 JC 920 246

Science and Technology Education in Two-Year Colleges. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session (November 19, 1991). No. 92.

PUB DATE- 92

NOTE- 293p.; Some pages may be marginally legible due to small size and lightness of print.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Community Colleges; Educational Finance; *Educational Improvement; *Educational Legislation; Federal Aid; *Federal Legislation; Government School Relationship; Hearings; Legislators; *Science and Society; *Science Education; *Technical Education; Technological Advancement; Two Year Colleges

IDENTIFIERS- Congress 102nd; Proposed Legislation

This report on a House congressional hearing on proposed legislation regarding the improvement of science and technology education and advanced technical training in two-year colleges presents testimony, along with prepared letters, statements, and supplemental materials. The report opens with an introductory statement by Rick Boucher, the House subcommittee set was collected as part of a spring 1989 needs assessment survey in English as a Second Language classrooms at 26 colleges (n=2,298), and the second was gathered through a 1991 telephone survey of students who had begun amnesty classes at three colleges in the fall of 1988-89 (n=293). Key findings included the following: (1) amnesty applicants of Mexican origin were a distinctive subpopulation within both the Latino communities and the ESL student population; (2) this amnesty group was greatly interested in education and related economic opportunities; (3) amnesty applicants' ability to participate in educational programs was constrained by a lack of information, weak educational background, a need to maintain employment, and parenting responsibilities; (4) the 40 hours of English language training mandated in the Amnesty Program was insufficient for the needs of the population; (5) English language usage by the group correlated positively with income; and (6) students receiving more support services demonstrated greater interest in pursuing educational opportunities. Recommendations focused on the improvement of research on, outreach to, and program design and delivery for the amnesty population. Appendixes contain the survey instruments and tallied responses. Fourteen references are included. (JSP)

ED 345 787   JC 920 267

Matriculation Evaluation: Monographs on Designs from the Local Research Options Project.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Feb 92
NOTE- 73p.; Developed by the Matriculation Local Research Options Committee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Advising; *Admission (School; Admission Criteria; Community Colleges; *Evaluation Methods; Models; Program Effectiveness; *Program Evaluation; *Research Design; *Student Evaluation; Student Personnel Services; *Student Placement; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In November 1989, nine research designs developed to assist local colleges in the evaluation of their matriculation activities were disseminated to the California community colleges. These designs, created as part of the Local Research Options Project, focused on measuring the effects of the colleges' matriculation activities on student performance, goal changes, and satisfaction, and on access and fairness. Reports and/or data resulting from the research designs were solicited from the colleges in summer 1991. This collection contains the following summaries of materials compiled for each design: (1) "Comparing the Academic Performance of Students Who Are Fully, Partially, or Not Served by Matriculation Services: A Retrospective Approach," by Richard Rasor; (2) "An Evaluation of Student Academic Success Before and After Implementing Matriculation," by Richard Rasor; (3) "An Experimental Comparison of Alternative Matriculation Treatments," by William Threlfall; (4) "Disproportionate Impact and Reading, Writing, and Math Assessments," by Jon Kangas; (5) "Evaluating the Effectiveness of Remedial Placement," by Marty Dunlap; (6) "History Course Success Based on English Eligibility," by Scot Spicer; (7) "Student Access and the Implementation of Matriculation," by Richard Rasor; (8) "Monitoring Changes in Student Goals Before faculty. After the electronic classroom and the four applications software utilized are described, faculty case studies, which comprise the bulk of the report, are presented. The case studies include: (1) "Use of PLATO Programmed Logic for Automated Teaching Operations for Reading," by Daisy Walker; (2) "Use of CSR (Computer Systems Research, Inc.) for Reading" By Gabriel Read; (3) Use of PLATO for Writing," by William Tillett; "Use of CSR for Writing," by Elaine Ludovici; (5) "Use of Realtime Writer for Writing," by Linda Tixier and Ivonne Lamazares; (6) "Use of PLATO for Math," by Bill Hajdukiewicz; (7) "Use of CSR for Math," by Carl Babski; and (8) "Using CSR for Math," by Don Orr. Each case study includes descriptions of the course in which the software is used, the students, the software, the study design and monitoring activities, providing student outcomes, and recommendations. Next, four M-DCC administrators, Victor Nwankwo, Ed Eisel, Jeffrey Lukenbill, and Gregg Sharp, offer their perspectives on Project SYNERGY. Finally, Michaela Segall provides an overview of the implementation by M-DCC's Department of Basic Communication Studies of holistic evaluation of student writing as an exit requirement. (JSP)

ED 345 804   JC 920 286

Project SYNERGY: Software Support for Underprepared Students. Year Two Report.
PUB DATE- Apr 92
NOTE- 99p.; For a related document, see JC 920 285.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Basic Writing; Community Colleges; *Computer Assisted Instruction; *Computer Software; *Computer Software Reviews; *Courseware; Educational Technology; High Risk Students; Programed Instructional Materials; Program Implementation; Reading Instruction; *Remedial Instruction; Remedial Mathematics; Two Year Colleges
IDENTIFIERS- IBM Corporation; Miami Dade Community College FL; Project SYNERGY

With funds from the International Business Machines (IBM) Corporation, Project SYNERGY was launched in January 1990 to address the problem of students entering colleges underprepared in basic skills and to make use of the tremendous potential for significant remediation through computers. Twenty-two institutions in the United States and Canada, led by Miami-Dade Community College (M-DCC), participated in reviewing and implementing computer software for community college students. This Year Two Report of the project is presented in three parts. Following introductory comments by Kamala Anandam, in part I Lorne Kotler summarizes the results of the software review process, undertaken by faculty in the participating institutions, which included 255 reviews of 172 different software packages. This section contains 22 tables detailing ratings of individual software programs for reading, writing, and mathematics. Part II, introduced by Victor Nwankwo, provides six software implementation case studies conducted by faculty at M-DCC, including: (1) "Use of PLATO Programmed Logic for Automated Teaching Operations for Reading," by Daisy Walker; (2) "Use of CSR Computer Systems Research, Inc. for Reading," by Gabriel Read; (3) Use of PLATO for Writing," by William Tillett; (4) "Use of CSR for Writing," by Elaine Ludovici; (5) "Use of Realtime Writer for Writing," by Elena Perez; and (6) "Use of PLATO for Math," by William

College Students
IDENTIFIERS- *Illinois

Data on the Illinois public community colleges, covering fiscal year (FY) 1991 and part of FY 1992, are presented in this report on the system's students, faculty, staff, instructional programs, operating finances, and capital construction. Introductory material provides a profile of the colleges, a map of college districts, and a list of institutions. Section I presents tables showing student characteristics, including headcount data for fall 1991 by sex and type of attendance, instructional program area, age, ethnic origin, academic classification, type of residency, and enrollment status. In addition, this section offers information on proportions of district populations served, community education enrollments, and headcount and full-time equivalent student data for fall 1982 through fall 1991. Section II contains data on faculty and staff, including information on instructional faculty, administrative staff, non-teaching professional staff, and classified staff for fall 1991. Average base salaries, average class size, and percentage of classes by class size are also detailed. Section III presents program enrollment and completion data for 1991, including unduplicated enrollments by academic program, transfer and general studies degrees awarded, adult basic and adult secondary certificates awarded, and annual duplicated completers by program by college. Section IV contains financial data on apportionments, grants to colleges, instructional unit costs, tax levies, operating revenues and expenditures, and energy usage and costs. Finally, section V provides data on facilities and college construction. (JMC)

ED 345 821 JC 920 306

Von Wald, Stephen C.
The Five-Year Follow-Up Report: A Survey of 1985-1986 Graduates.
PUB DATE- Nov 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; Degrees (Academic); *Educational Attainment; Educational Status Comparison; Education Work Relationship; *Employment; Followup Studies; Graduate Surveys; *Outcomes of Education; Questionnaires; *Salaries; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- *Arrowhead Community College Region MN

In 1991, a survey was mailed to Arrowhead Community College Region (Minnesota) students who had graduated during the 1985-86 academic year. Of the 750 graduates that year, 213 responded. Survey findings, based on this 28.4% response rate, included the following: (1) 44.6% of the respondents had earned a bachelor's degree, 4.2% had earned a master's degree, and one graduate was pursuing doctoral studies; (2) 52.1% had earned additional higher education credits since they graduated; (3) more than three-quarters of the responding graduates worked 40 or more hours per week, while another 18.4% worked 20 to 39 hours per week, together accounting for 95% of all respondents; (4) monthly gross pay was between $1,000 and $1,999 for 46% of the respondents and between $2,000 and $2,999 for 30% of the respondents; (5) among graduates whose highest degree was an associate degree or one-year certificate, those who earned more than $3,000 per month were employed in the fields of accounting and registered nursing; (6) graduates with a bachelor's degree, (by Alice Bussiere) considers that part of PL 96-272 which deals with federal adoption assistance. The final paper (by Joe Kroll and Roberta Frank) cites regulatory problems that hinder effective implementation of PL 96-272. Discussion concerns audits of state expenditures, administrative costs, and the lack of an adoption information system that requires states to report adoption data. Three of the papers include reference lists. (BC)

ED 345 838   PS 020 490

Ziegler, Sally
Mix and Match Funding: Diversified Budgets for Child Care Resource and Referral Agencies.
PUB DATE- Feb 92
NOTE- 9p.; Paper presented at the Annual Symposium of the National Association of Child Care Resource and Referral Agencies (4th, Washington, DC, February 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Early Childhood Education; *Financial Support; Institutional Characteristics; *Private Agencies
IDENTIFIERS- Customer Services; *Multiple Source Funding; *Resource and Referral Service

In order to broaden its sources of funding, a child care resource and referral agency must follow several steps. First, the agency must identify its customers, who are typically children, parents, providers, employers, and the government. Next, the agency must define its functions, which may include advocacy; education and training; day care; public relations; resource and referral; and technical assistance. Finally, based on its lists of customers and functions, the agency must determine possible sources of funding. These may include government, foundations, employers, provider groups, and the agency itself, through the fees it charges for services. The establishment of a diversified budget has three benefits: (1) freedom, because no one funding source has a controlling interest in the agency; (2) flexibility, because an independent agency has the ability to respond quickly to the needs of the community; and (3) safety, because the loss of any one funding source will not destroy the integrity of the agency. There are some problems with mixed funding. First, it requires more work on the part of the agency executive, who must attend to multiple funding sources instead of a single source. Second, careful fund accounting is crucial when one deals with several funding sources. (BC)

ED 345 839   PS 020 502

State Issues 1992: A Survey of Priority Issues for State Legislatures.
PUB DATE- Dec 91
NOTE- 124p.; For "State Issues 91," see ED 331 135. Prepared with support from the Foundation for State Legislatures.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Educational Planning; Elementary Secondary Education; Financial Policy; Higher Education; *Local Issues; *Needs Assessment; Questionnaires;

PUB DATE- 90
NOTE- 33p.; For other documents in this series, see PS 020 539-543.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Block Grants; *Day Care; Early Childhood Education; *Federal Aid; *Federal Legislation; Policy Formation; *Public Policy; Supply and Demand; Tax Credits; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Family Support Act 1988

The purpose of this policy seminar, one of a series of family impact seminars, was to consider current and proposed policies of the federal government that concern child care. This document provides highlights of presentations by the seminar panelists and a background briefing report prepared before the meeting. The highlights section summarizes: (1) introductory comments by moderator Theodora Ooms; (2) Patricia Divine-Hawkins' overview of current federal child care programs and the need for coordination among the 22 programs; (3) Stuart Kerachsky's discussion of the child care component of the Family Support Act (FSA); (4) Ron Haskins' review of current and proposed tax legislation that affects child care; (5) Jill Kagan's overview of findings of the Select Committee for Children, Youth, and Families that relate to grants-based child care; and (6) Virginia duRivage's critique of the tax-based approach to child care. The briefing report begins with a definition of child care; statistics on working mothers and child care; and a discussion of problems in the child care market. The report then goes on to identify the goals of child care policy in regard to encouraging maternal employment; providing support for mothers who wish to work; and protecting and enhancing children's cognitive, emotional, and social development. Next, a review of current federal policy offers information on the need for coordination among state child care policies; the FSA; guaranteed child care for Jobs Opportunities and Basic Skills Program participants; and transitional child care assistance. After a review of proposed policies and legislation, the briefing report concludes with a discussion of criteria for assessing the impact of the policies on families. The report contains 33 references. (AC)

ED 345 856 PS 020 551

Bruner, Charles; Carter, Judy Langford
Family Support and Education: A Holistic Approach to School Readiness. Network Briefs.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 91
NOTE- 55p.; A publication of the NCSL Women's Network.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Services; *Early Intervention; *Family Programs; Federal Programs; Financial Support; *Infants; Preschool Education; Program Descriptions; Program Effectiveness; *School Readiness; Social Workers; State Legislation; *State Programs; *Toddlers

In recent years, government has recognized that programs like Head Start are cost-effective investments that improve the school readiness of disadvantaged children. Over the last decade, states have been leaders in supporting services to infants and toddlers and their families. Examples of such

PUB DATE- 83
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Health; Curriculum Guides; Dental Health; Environmental Education; *Health Activities; *Health Education; Health Promotion; Hygiene; *Kindergarten; Kindergarten Children; *Learning Activities; Mental Health; Nutrition; Parent Education; Physical Examinations; Primary Education; Relaxation Training; Safety
IDENTIFIERS- *California

The Growing Up Healthy Program was developed in the San Francisco Unified School District during the 1976-1977 school year, and by 1983, the year of this publication, was being used in more than 200 California school districts. Program goals are to encourage kindergarten children to develop good health habits; to improve compliance with legal requirements regarding children's physical examinations; and to assist parents and teachers in helping children integrate health habits into their lives. The guide is divided into nine lesson units that address student behavioral objectives relating to: (1) physical examinations; (2) cleanliness; (3) dental health; (4) nutrition; (5) safety; (6) foot health; (7) movement and relaxation; (8) environmental health; and (9) mental health. Each lesson unit is divided into pre-activity, activity, and enrichment activity sections; the pre-activity and enrichment sections offer a variety of learning experiences, and the activity section combines several learning experiences and offers suggestions for a half-hour lesson. Appendixes include: (1) informational letters printed in Chinese, English, Spanish, Tagalog, and Vietnamese that are designed to enhance each lesson; (2) an allergy questionnaire, also in the same five languages; (3) a song about medical checkups; (4) sets of pictures to accompany lesson units 1 and 3; and (5) a list of supplementary resource materials. (BC)

ED 345 874   PS 020 611

Housden, Theresa
Television Viewing Habits of San Juan Students Related to Achievement.
PUB DATE- Aug 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Elementary School Students; Elementary Secondary Education; Prereading Experience; *Secondary School Students; Television Research; *Television Viewing
IDENTIFIERS- *San Juan Unified School District CA; Television News

This paper summarizes research on the effects of television viewing on student achievement. Information concerning students in the San Juan Unified School District in California is highlighted. Studies have revealed that: (1) watching more than 3 hours of television a day prevents students from engaging in other activities; (2) moderate television viewing can provide children from certain backgrounds with information which would otherwise be inaccessible to them; (3) educational children's programs help children develop prereading skills; (4) students who watch television news programs score higher on achievement

A Report on Indian-American Education in Michigan.
PUB DATE- 87
NOTE- 114p.; Tables in Appendix E (35 pages) will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *American Indian Education; *American Indians; Dropout Rate; *Educational Change; *Educational Policy; Elementary Secondary Education; *Equal Education; Grants; Higher Education; Racial Discrimination; School Community Relationship
IDENTIFIERS- *Michigan

This report presents the recommendations for improving American Indian education made by the Michigan State Superintendent of Schools' Special Native American Advisory Committee. The recommendations were made based on the committee's study of the educational condition of American Indians in Michigan and the federal Indian education programs. Some policy recommendations involve: (1) developing a policy statement regarding Indian education; (2) involving American Indians at all levels; (3) identifying and disseminating information about effective school practices in American Indian education; (4) increasing participation of American Indian children in preschool programs; and (5) reviewing disproportionate representation of American Indians in alternative education programs. Recommendations for activities that require funding include: (1) creating a position of Director of American Indian Education; (2) establishing a position for a staff person within the Office of Higher Education Management Services who would work to improve American Indians' access to post-secondary education; (3) providing various grants for model programs addressing the American Indian community, tribal relations, higher education, coordination of services, teacher education for American Indians, and gifted programs for American Indians; and (4) funding the development of American Indian curriculum materials. Appendix A provides a history of Indian education in Michigan. Appendix B profiles Michigan Indians. Appendix C presents the "Issue Priority Questionnaire" and results from public meetings and mail-in responses. Appendix D contains tables of Michigan Department of Education data. Appendix E summarizes recent federal initiatives in American Indian education. (KS)

ED 345 893 RC 018 667

Sponder, Barry; Schall, Dennis
The Yugtarvik Museum Project: Using Interactive Multimedia for Cross-Cultural Distance Education.
PUB DATE- Apr 90
NOTE- 9p.; This journal is no longer published.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; Art Education; Computer Software; *Cross Cultural Studies; Distance Education; Elementary Secondary Education; *Experiential Learning; Higher Education; Instructional Materials; *Interactive Video; *Museums; Teacher Education
IDENTIFIERS- *Apple Macintosh; *Yupik Eskimos

Teachers and students at the University of Alaska-Fairbanks developed an interactive Macintosh-videodisc program that features the exhibits of the Yugtarvik Yup'ik Eskimo Museum in

ED 345 457 EC 301 218

Seiler, Lauren H.; And Others
A Needs-Assessment of Agencies Serving Individuals with Deaf-Blindness: A National Profile of Transitional Services.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 92
NOTE- 65p.; For a related document, see EC 301 217.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Agency Cooperation; Change Strategies; *Deaf Blind; Delivery Systems; High Schools; *Holistic Approach; Human Services; Integrated Activities; National Surveys; *Needs Assessment; Postsecondary Education; Professional Education; Program Administration; Rehabilitation; *Social Integration; Staff Development; Teamwork; *Technical Assistance; *Transitional Programs; Young Adults; Youth

A national needs assessment of 719 educational and adult service agencies providing or proposing to provide transitional services to individuals with deaf-blindness was conducted to determine national and regional technical assistance needs. On average, each agency expressed a need for technical assistance in 20 separate areas. In the area of general client outcomes, respondents reported the greatest need for technical assistance in employment and family support. In the area of specific direct services, respondents requested aid in assistive technology, client assessment/evaluation, and communication training. In the area of systems/administrative issues, respondents indicated the greatest need in personnel training, public education/awareness, funding, and interagency collaboration. Findings also indicated that agencies continue to organize the constellation of services they offer using an isolated skills training and "readiness" approach. Infusion of all transitional services within community-integrated adult activities and outcomes continues to be an elusive service delivery model. The report recommends that future funding priorities and technical assistance activities aggressively promote holistic and visionary community-integrated client planning along with broad systematic and administrative interagency change supports. One recommended approach is the use of technical assistance and support to state and local level interagency teams, whose goals are to develop, implant, and maintain statewide and collaboration transition efforts for youth with deaf-blindness. (10 references) (Author/JDD)

ED 345 458 EC 301 219

"But, We Don't Have the Money..." (Or As It Should Be "The Check's in the Mail...").
SPONS. AGENCY- United Cerebral Palsy Associations, Inc., Washington, D.C.
PUB DATE- Jan 92
NOTE- 9p.; Also funded by the Agent Orange Class Assistance Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; *Assistive Devices (for Disabled); *Civil

Report.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- Oct 91
NOTE- 30p.; For the Final Report, see EC 301 236.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Community Programs; *Deinstitutionalization (of Disabled); Group Homes; Independent Living; *Multiple Disabilities; Normalization (Handicapped); Nursing Homes; *Participant Satisfaction; Program Evaluation; *Quality of Life; *Severe Disabilities; *Social Integration

This executive summary presents highlights of a study which sought to determine whether participants in the Supported Placements in Integrated Community Environments project were better off after moving to community homes from intermediate care facilities and skilled nursing facilities, and to determine the variables that contribute to quality residential services for persons with developmental disabilities. The 37 people (ages 21-72) with severe or multiple disabilities and their families were interviewed while living in the nursing homes and then 9 to 10 months after moving to innovative one-person or two-person community integrated living arrangements. The executive summary describes the project's methodology and outlines the results in terms of adaptive behavior, problem behavior, service level, residential placement, daytime program, support services, social and leisure activities, consumer satisfaction pre and post movement, family satisfaction pre and post movement, residential review, and residential rates. The study found that participants are gaining skills, are exhibiting fewer problem behaviors, are much happier with their new homes, and have more opportunities to participate in the activities of community life. Their families have fewer concerns and are expressing greater satisfaction with their relatives' new homes. (JDD)

ED 345 476 EC 301 238

Quality of Life Training Curriculum: Choice, Integration, Advocacy.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- 91
NOTE- 61p.; Developed through the Choice & Integration Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advocacy; *Curriculum; *Developmental Disabilities; Program Effectiveness; Program Evaluation; *Quality of Life; *Social Integration; *Staff Development; Training Methods
IDENTIFIERS- *Choice Behavior; *Self Advocacy

The purpose of this quality of life training curriculum is to enhance staff's understanding of the concepts of choice, integration, and advocacy; the importance of these qualities; and how staff can promote these qualities within the daily lives of persons with developmental disabilities. The curriculum includes topics for group discussion and activities as well as individual exercises, and staff are expected to learn from each other's experiences through facilitation. The section on choice discusses how choices allow individuals to take control of their lives, encourages analysis of the choice-interviewees, from the business, education, engineering, geodetic, science, journalism, linguistics, microbiology, nutrition, and political science fields, showed the interviewer some content-area writing assignments, described problems with the assignments, and discussed their reactions to graded papers. Results of the survey are tabulated and discussed briefly, and interview findings are examined in more detail, focusing on the professors' handling of writing assignments and role as writing facilitator, student use of advisors in writing improvement--a factor not anticipated at the of professors' comments on papers, and the role of academic advisors in writing improvement--a factor not anticipated at the outset of the interviews. (MSE)

ED 345 497 FL 019 616

Cobb, Victoria
Three Perspectives on Composing in a Second Language.
PUB DATE- 89
NOTE- 19p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Language Research; *Learning Processes; Linguistic Theory; Second Language Instruction; *Second Language Learning; *Writing (Composition); *Writing Instruction

A discussion of the process of learning to write in a second language (L2) looks at how theory and research on first language (L1) composition and L2 acquisition influence the study of L2 composition. Three perspectives are examined: (1) the approach to writing that focuses on the text itself, including comparison of native L1 and L2 rhetorical patterns; (2) the internal, psychological composing processes in skilled and unskilled writers; and (3) the social, external context of language use and conventions of various discourse types. It is concluded that research in both L1 and L2 composition leaves questions about how one actually learns to write, and that the conclusions that have been reached about what unskilled writers need to do to become skilled writers are not self-evident. In addition, it is argued that because language is both social and psychological, isolating the two gives an incomplete idea of L2 composition, and that the two should be integrated in teaching if not in research. Suggestions for future research into L2 writing include longitudinal studies into how individuals become good writers and further examination of both internal and external variables in writing. A 45-item bibliography is included. (MSE)

ED 345 498 FL 019 628

McNamara, T. F.; Adams, R. J.
Exploring Rater Behaviour with Rasch Techniques.
PUB DATE- Mar 91
NOTE- 29p.; Paper presented at the Annual Language Testing Research Colloquium (Princeton, NJ, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *English (Second Language); Foreign Countries; *Interrater Reliability; *Language Proficiency; *Language Tests; *Measurement Techniques; Models;

(IDEAL), 1987.
PUB DATE- 87
NOTE- 111p.; Issue based on selected presentations at a conference on "Computers in Language Research and Language Learning" (Urbana-Champaign, IL, October 25-26, 1986). For individual papers, see FL 020 213-219.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021)
DESCRIPTORS- Academically Gifted; *Computer Assisted Instruction; Computer Oriented Programs; *Computers; Courseware; Data Processing; Diachronic Linguistics; Dictionaries; Educational Trends; Error Analysis (Language); High Schools; Humanities; Language Processing; *Language Research; *Lexicology; Microcomputers; Research Methodology; *Research Tools; Second Language Instruction; Second Language Learning; Speech Synthesizers
IDENTIFIERS- *Natural Language

Articles in this annual serial include the following: "Four decades with the Computer" (Winfred P. Lehmann); "The Uses of the Personal Computer in the Humanities" (James W. Marchand); "Digging in the Dictionary: Building a Relational Lexicon To Support Natural Language Processing Applications" (Martha Evans, Judith Markowitz, Thomas Ahlswede, Kay Rossi); "Vocoders and Speech Perception: Uses of Computer-Based Speech Analysis-Synthesis in Stimulus Generation" (Joseph Tierney, Molly Mack); "Current Trends in Computer-Based Language Instruction" (Robert S. Hart); "Microcomputer Feedback to the Student/Learner" (Patricia A. Mulligan, Gary G. Bitter); "An Example of the Use of Microcomputers in Foreign Language Learning and Teaching from a High School for the Academically Talented" (Constance Curtin, Stanley Shinall); and "Template Construction as a Basis for Error-Analysis Packages in Language Learning Programs" (Stephen C. Helmreich). (MSE)

ED 345 518   FL 020 213

Lehmann, Winfred P.
Four Decades with the Computer.
PUB DATE- 87
NOTE- 13p.; For the journal as a whole, see FL 020 212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Applied Linguistics; *Computer Oriented Programs; *Computers; *Humanities; Second Language Instruction; *Technological Advancement
IDENTIFIERS- *Natural Language

When computers first became available, scholars in the humanities made little use of them. Language applications were introduced by non-linguists. By contrast, numerical applications were pursued widely in the physical sciences, engineering, and business. Only recently have computer languages and hardware been developed for managing human language, accompanied by linguistic activities supported primarily by commercial interest in machine translation. However, the computer languages were not designed by linguists, and use logical conventions rather than natural language structures. Continued lack of attention to this technological advancement by specialists in language and increasing pressure for applications are leading to inadequate products. If specialists

Henry); "Macario, Montevidisco, and Interactive Digame: Developing Interactive Video for Language Instruction" (L. E. Gale); "USAFA Interactive Study in Spanish" (Maj. M. Verano); "The Annapolis Interactive Video Project" (G. M. Rivera-La Scala); "SSI: Survival Spanish Interactive" (A. W. Jensen, M. A. Lyman); "LLD: The Language Learning Disc" (J. Rubin); "S-SCAPE: A Spanish Computerized Adaptive Placement Exam" (J. W. Larson); "The ACTFL Computerized Adaptive Test of Foreign Language Reading Proficiency" (P. Dandonoli); "CALLIOPE: An Outreach Project for Computer-Based Foreign Language Instruction in Illinois Schools" (R. S. Hart); "WestCenter: Software Programs Developed at Western Washington University" (R. S. Balas); "Spanish MicroTutor" (F. A. Dominguez); "CLEF: Computer-Assisted Learning Exercises for French" (D. M. Paramskas; and "LITLAB: Computer-Assisted Investigation of Literature." (MSE)

ED 345 538 FL 020 284

Birckbichler, Diane W., Ed.
New Perspectives and New Directions in Foreign Language Education. The ACTFL Foreign Language Education Series.
PUB DATE- 90
NOTE- 196p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Cognitive Style; *Curriculum Design; *Educational Policy; Educational Trends; Elementary Secondary Education; Higher Education; *Language Planning; *Language Teachers; Learning Processes; Learning Strategies; Public Policy; Second Language Instruction; *Second Language Learning; *Teacher Education; Trend Analysis

The five essays in this volume address broad trends and issues in foreign language education. "Bandwagons Revisited: A Perspective on Movements in Foreign Language Education" (Frank M. Grittner) suggests that the bandwagons flourish because of lack of standardization and centralized authority in American education. Characteristics and results of popular methods and movements are discussed. In "Language Instruction in the U.S.: Policy and Planning" (June K. Phillips), opposing views and philosophies affecting public language policy are discussed and problems in explicit and implicit language policy are examined. "Sketching the Crisis and Exploring Different Perspectives in Foreign Language Curriculum" (Dale L. Lange) looks at internal problems in foreign language education, including relationships with other fields, simplistic application of theory to practice, the role of metatheory, the cyclical nature of the field, internal professional debates, and stresses under which foreign language professionals operate. The student and his relationship to the foreign learning process is the subject of "From Student to Learner: Style, Process, and Strategy" (Vicki Galloway, Angela Labarca). Finally, "Reforming Foreign and Second Language Teacher Education" (Gilbert A. Jarvis, Sheryl V. Taylor) focuses on the need for improved teacher education in the face of current professional realities and new conceptualizations of the teacher's role. (MSE)

ED 345 539 FL 020 286

Walton, A. Ronald
Expanding the Vision of Foreign Language Education: Enter the Less Commonly Taught Languages. NFLC Occasional Papers.

consists of an English-to-French translation and a question-and-answer session. The more intensified second year of the course has a greatly restricted population. Each term of the second year is divided into nine sessions, one dealing with a current affairs theme. Topics are at first general, then more specific to economics and trade. Teaching team members have specific area-related responsibilities. The written and oral "diplome" tests are administered in June. All students are required to spend their third year abroad, working in industry or studying. Problems encountered include first-year motivation difficulties, a 50% success rate after the second year, and minimal followup after study abroad. (MSE)

ED 345 557 FL 020 349

Tarro, Brian J.
How To Cope with the French: Keys to Understanding French Culture.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Business Communication; *Cultural Awareness; Cultural Differences; *Cultural Traits; *French; Government Role; Individualism; Intercultural Communication; International Trade; *Language Role; Power Structure; *Self Concept
IDENTIFIERS- *French People

To deal successfully with the French people in business, the American must first be conversant with his own culture. The French have a tradition of firm opinions and take an intellectual view of the world. Thinking is hierarchical, as is the French society. Education emphasizes strong command of the French language and all formal aspects of French culture, and acculturation of immigrant groups into this system is widespread. Criticism is used more than reward to promote progress. Educational and familial acculturation produce both an authoritarian and an individualistic people. Those who succeed are those who think, and each seeks a niche in the hierarchy. Business tends to imitate the highly-regarded and powerful government. The drive to succeed and the preference for individualism often combine to produce individuals who wish to both participate in and get around the authoritarian system. These traits do not always mesh well with American business culture. However, all the major aspects of French culture can and should be learned by American business people. This knowledge is indispensable to good relations with the French. A brief bibliography is included. (MSE)

ED 345 558 FL 020 377

Language Association Bulletin, Volume 42, Numbers 1-5.
PUB DATE- May 91
NOTE- 141p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Articulation (Education); Bilingual Education; Book Reviews; Class Activities; Classical Languages; Communicative

DESCRIPTORS- *Business Communication; Communicative Competence (Languages); *Course Organization; Curriculum Design; Higher Education; *Individualized Instruction; *Industrial Training; Models; Second Language Instruction; *Second Languages; Student Needs

The Flexible Business Language Curriculum is a curriculum model designed for customization of foreign language instruction for businesses and commercial organizations. It uses traditional language content areas (grammar and functions) but in contexts less familiar to language teachers. The model is based on the communicative approach, with emphasis on skills needed for both oral and written communication. Steps in design of a curriculum based on this model include: analysis of all relevant material in the language content areas (grammar, functions, situations, and vocabulary); listing of functions and vocabulary for each business situation to be incorporated; identification and listing of grammar necessary to use the functions and handle the situations at the individual student's level; and listing of activities and resources for each situation. Advantages of this approach include: choice of only the situations of greatest interest and need to the learners; reduced lead time for course organization; and potential for criterion-referenced testing. Limitations include too much flexibility for some teaching contexts and lack of sequential programming in grammar. Appended materials include lists of grammatical constructions, functions/skills, and topics/vocabulary for beginning, intermediate, and advanced levels of instruction; a list of business communication situations; and a sample curriculum organization. (MSE)

ED 345 577 FL 020 416

Alvarez-Ruf, Hersilia
The Use of Journals To Improve Writing Skills in Commercial Spanish: State of a Research Project.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Classroom Research; College Second Language Programs; Higher Education; Instructional Effectiveness; *Journal Writing; Second Language Instruction; Skill Development; Spanish; *Writing Exercises; *Writing Skills
IDENTIFIERS- *Hope College MI

Recent writing theory, research, and pedagogy have aided in the development of several models for improving second language writing skills. Attention is focused more on writing as a process, the importance of practice in writing improvement, and the need to learn cognitive structures contributing to writing. Daily journal writing is one method of establishing student commitment to regular writing. Journals provide direct feedback to students, make comparisons among rewrites easy, and facilitate observation of progress across entries. A project in progress in one college language course is investigating whether journal writing can be an effective tool for development of writing skills among business students. Participants are all volunteers, business majors enrolled in a

Related Colleges; Colleges; Educational Environment; Higher Education; Institutional Advancement; Institutional Mission; Interschool Communication; Mission Statements; Models; *Moral Values; *Organizational Communication; Religious Education; Surveys; Universities

This book offers a model of value sharing in organizations concerned with Catholic higher education and backs it up with statistics and narrative. It summarizes the core values of five Catholic colleges and universities (Barry University, Trinity College, Saint Mary-of-the-Woods College, Santa Clara University, DePaul University) as found in the rituals and stories of their cultures and leaders. It also reveals the organizational cultures of these schools to show how their values are both Catholic and "catholic," and provides as well: brief historical accounts of each university; a discussion of how the schools communicate and share their culture; information on their sources of values; and a consideration of the risks that exist for these values. A model of value sharing details how leaders communicate values and a sense of mission for their organizations through speeches, rites, rituals, and honors. The appendix contains the interview protocol and the student survey questionnaire used to obtain data for this study. Contains a 76-item bibliography. (GLR)

ED 345 597 HE 025 484

Teaching: What We Do. Essays by Amherst College Faculty.
PUB DATE- 91
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Classroom Techniques; College Faculty; *College Instruction; *Creative Teaching; Essays; Higher Education; *Instructional Innovation; Liberal Arts; Postsecondary Education; Research; Teacher Student Relationship
IDENTIFIERS- Amherst College MA

In this book, 14 members of the Amherst College faculty write on the subject of teaching: how they teach; what comprises their own research; and what kind of relationship between the two they fashion in their lives. Essays and their authors are as follows: "English and the Promise of Happiness" (Benjamin DeMott); "The Dragon" (George Greenstein); "Go Eena Kumbla: Caribbean Ways of Seeing and Knowing" (Rhonda Cobham); "Crossing Boundaries: Teaching Law in the Liberal Arts" (Austin Sarat); "Evolving Science for a Dynamic Earth" (Tekla Harms); "Ancient History and Ancient Morals" (Peter R. Pouncey); "Unrequired Passions: Learning Foreign Languages" (Jay Caplan, Marie-Helene Huet); "The Laboratory Study of Childhood Disorders" (Lisa Raskin); "Ear Training" (William H. Pritchard); "Achieving Place: Teaching Social Stratification to Tomorrow's Elite" (Jan E. Dizard); "Teaching Philosophy" (William E. Kennick); "Reading the Equations and Confronting the Phenomena: The Delights and Dilemmas of Physics Teaching" (Robert H. Romer); "The Education of a Painter" (Robert Sweeney). (GLR)

ED 345 598 HE 025 485

College Outcomes and Assessment: A Select Bibliography from the ERIC Database. Editions 1-4 (Covering 461 Items Dated 1977-1991).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; *Certification; *Codes of Ethics; Consumer Protection; Curriculum Development; Higher Education; Moral Values; *Nurses; Nursing Education; Professional Occupations
IDENTIFIERS- Informed Consent; *Nurse Patient Relationship; Professional Ethics; Professionalism; *Professional Role

This essay examines ethical considerations in the nurse patient relationship, in particular the relationship between "professional morality" and the nurse's professional identity in the role of advocate for doctors, patients, and hospitals. A discussion of ethics and professionals explores professional ethics, the need for such ethics, and their expression in licensing and certification, where it is recognized that consumer interests are primary. The paper then expands on the notion of the nurse as professional and the definition of consumer protection interests. This section examines the four quintessential ethical duties that nurses owe their clients: autonomy, nonmalfeasance, beneficence, and justice; discusses the conflicts in the "right-to-die" movement; and lists solutions to ethical dilemmas. The following section explores three models by which nurses construe their professional relationships with patients: the nurse bureaucrat or hospital advocate, the nurse as physician advocate, and the nurse as patient advocate. The essay goes on to present an argument for the moral superiority of the nurse patient advocate model based on the importance of informed consent and nurses' frequent encounters with informed consent. A final section examines nursing curricula in light of the nurse as patient advocate model. Included are 14 references. (JB)

ED 345 617 HE 025 512

Abraham, Ansley A., Jr.
College Remedial Studies: Institutional Practices in the SREB States.
PUB DATE- 92
NOTE- 34p.; This report expands upon the information contained in ED 333 783.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Credits; Developmental Studies Programs; Educational Testing; Higher Education; *Private Colleges; *Program Descriptions; Program Development; Program Effectiveness; *Public Colleges; *Remedial Instruction; Remedial Mathematics; Remedial Programs; Remedial Reading; Student Placement
IDENTIFIERS- *Southern Regional Education Board

A study was done of the specific program characteristics of remedial and developmental programs at institutions of higher education in the 15 states of the Southern Regional Education Board (SREB). The data and findings were part of a larger survey of public and private colleges and universities by SREB which examined remedial enrollment and the organization and operation of remedial programs. Highlights of the findings include the following: (1) over four-fifths of the colleges and universities in the region have written policies to govern the placement of academically under-prepared students; (2) nearly place during the period of the study. The study began in 1987 with 99 freshmen from a total incoming class of 1400, of whom 37 percent were male and 63 percent were female. A follow-up study was done in 1991 with the 75 students still enrolled in school. The study used both qualitative and quantitative instruments that included measurement of demographic characteristics, survey of major social issues, a defining issues test, a value survey, a learning context questionnaire, a test of religious problem solving styles, and an interview. Findings indicated that subjects were generally similar to one another and to the college population as a whole and that the students made significant advances in moral reasoning, openness and tolerance, and religious identity. Elements needed to induce more students to take advantage of growth opportunities during their college years are discussed. Included are appendixes containing 22 tables and 56 references. (JB)

ED 345 636   HE 025 531

Seedorf, Rita G.
The Problem Solving Role of the University Department Chair.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the American Educational Research Association Annual Meeting (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Bureaucracy; College Administration; *Department Heads; Higher Education; Interpersonal Relationship; *Problem Solving; Research Problems; Teacher Administrator Relationship; Universities; *Vocational Adjustment

A descriptive study was conducted to identify the problems met by university department chairs and describe the most common methods for dealing with them. The data were gathered by both qualitative and quantitative methods using a national survey of 808 department chairs (with a 70.2% response rate) as well as a series of semi-structured open-ended interviews. The theoretical framework for the study used notions of organizational socialization, focusing on the third stage of "learning the ropes" which is identified as the adaptation phase. Results of the study indicated that three main surprises challenge most chairs, in the areas of dealing with people, coping with the bureaucracy of the university, and counteracting the negative effect which being department chair has on research productivity. Results also indicated that department chairs used a variety of responses or "sense making processes" to adjust to the surprises. In general, chairs accepted the volume of paperwork required in the position, without effort to change it. Chairs used a variety of strategies to respond to the demands of working with and being available to other people and to respond to the need to find time for their own research. Included are three figures, an appendix containing descriptions of the interview subjects, and 17 references. (JB)

ED 345 637   HE 025 532

The Federal Student Financial Aid Handbook, 1992-93.
PUB DATE- 92
NOTE- 722p.
LANGUAGE- English

ED 345 656 HE 025 552

Menec, Verena H.; And Others
Enhancing the ABCs (Affects, Behavior, Cognitions) in College Students: An Attributional Retraining and Instructional Perspective.
PUB DATE- 24 Apr 92
NOTE- 30p.; Paper presented at the American Educational Research Association Conference (San Francisco, CA, April 20-24, 1992). For related document, see HE 025 551.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Attribution Theory; College Students; Foreign Countries; Higher Education; *High Risk Students; Instructional Effectiveness; Lecture Method; Locus of Control; Performance; *Retraining; Student Characteristics; *Student Improvement; *Teacher Effectiveness; Videotape Recordings

This paper presents a study that examined the effect of an attribution induction on students' performance on a subsequent achievement test. The study was conducted to determine whether an instructor might inculcate desirable attributions as part of a regular classroom interaction and thus improve academic performance in at-risk students. College students (N=263) at the University of Manitoba (Canada) were informed that either effort, ability, or test difficulty was the primary determinant of their performance on a test. They then viewed a videotaped lecture presented by either a low or high expressive instructor. Following this, they wrote an achievement test based on the lecture content. Results showed that with low expressive instruction, effort attributions enhanced achievement, but only for students who perceived themselves as successful on the first test. Attributions did not affect the performance of less successful students when instruction was ineffective. Moreover, high expressive instruction improved achievement with students performing well regardless of the attributions induced. It was concluded that it may be useful to consider attributional retraining as part of regular teaching activities. Contains 19 references. (Author/GLR)

ED 345 657 HE 025 553

Sax, Linda J.
Predicting Persistence of Science Career Aspirations: A Comparative Study of Male and Female College Students.
PUB DATE- 24 Apr 92
NOTE- 58p.; Paper presented at the American Educational Research Association Conference (San Francisco, CA, April 24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Career Choice; *College Students; Comparative Analysis; *Course Selection (Students); Females; Higher Education; Males; *Science Careers; Student Characteristics; *Student Educational Objectives; Student Interests; Student Motivation

This paper presents a study that explored the persistence of both women and men towards careers in the hard sciences and examined the factors that encourage and/or discourage students' participation in science. Specifically, the study explored the relationship between men's and women's background

Edwards, Donald M.
Overcoming Institutional Impediments to Rewarding Teaching.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 24, 1992)
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Instruction; *Faculty Promotion; Higher Education; *Merit Pay; Policy Formation; Research Universities; Resistance to Change; Rewards; *Teacher Attitudes; *Teacher Effectiveness; *Tenure; Tenured Faculty
IDENTIFIERS- *University of Nebraska Lincoln

The University of Nebraska-Lincoln (UNL) has undertaken a long-term project to insure that effective teaching is rewarded and, in particular, has examined the institutional impediments to rewarding teaching as well as research. To this end a survey was conducted of 449 faculty who participated in early phases of the rewarding teaching project. In addition interviews were conducted with college deans and campus administrators. Results of the surveys indicated a widespread feeling among faculty that teaching is not taken as seriously as research. Results also indicated several barriers to rewarding teaching: (1) professional and disciplinary pressure to do research; (2) strong institutional research values; (3) the view that teaching is not scholarly; (4) the perception among faculty that they are excellent teachers; (5) high teaching loads but evaluation based on research; (6) faculty perceptions that teaching is not rewarded; (7) faculty resistance to change; (8) and funding requirements of research. In response to the findings, a plan was developed to overcome these impediments which included updating position descriptions, modification of evaluation and reward procedures, annual meetings of different institutional groups, teaching evaluation as part of hiring, establishment of a teaching award, increased funding for teaching, and administrative promotion of teaching. Included are four tables and two survey instruments. (JB)

ED 345 678 HE 025 591

Scott, Robert A.
Campus Developments in Response to the Challenges of Internationalization: The Case of Ramapo College of New Jersey (USA).
PUB DATE- Sep 92
NOTE- 27p.; Paper presented at the General Conference, Programme on Institutional Management in Higher Education of the Organisation for Economic Cooperation and Development (Paris, France, September 2, 1992). Paris, France).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Evaluation; *Campuses; *Change Strategies; Curriculum Development; Educational Change; *Global Approach; Higher Education; *International Education; Mission Statements; *Multicultural Education; Program Evaluation; Resistance to Change; Speeches
IDENTIFIERS- *Ramapo College of New Jersey

report contains prepared statements, letters, and supplemental materials that were entered into the record by Lamar Alexander, U.S. Secretary of Education; John A. Boehner, Representative from the State of Ohio; and William D. Ford, Representative from the State of Michigan. Also included in the report is the transcript of a detailed question and answer session between Secretary of Education Alexander and several of the Committee members. (DB)

ED 345 697 IR 015 505

Borsook, Terry K.; Higginbotham-Wheat, Nancy
A Psychology of Hypermedia: A Conceptual Framework for R&D.
PUB DATE- 92
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Washington, DC, February 5-9, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; *Educational Psychology; Educational Technology; *Hypermedia; Instructional Effectiveness; Interactive Video; *Learning Theories; Multimedia Instruction; *Research and Development

This paper explores the insights that psychology can offer in shedding light on why hypermedia may work and thus in suggesting fruitful areas for future research. The philosophy underlying the paper is that research into the instructional efficacy of hypermedia should begin with a knowledge and appreciation of relevant psychological phenomena. Most discussions about hypertext tend to expound the virtues of hypertext and then go on to explain the coincidence of how this new technology happens to mirror the functioning of the brain. This paper takes the opposite approach, as it starts with an examination of theories and studies on how people learn, access, and use information and ideas, and only then moves on to consider the new technology that may mirror the way the brain works. Hypermedia has unique characteristics that point to relevant areas of learning research. An examination of the psychology and learning phenomena will inform the research and development of hypermedia. A brief explanation of the terms hypertext, hypermedia, interactive multimedia, interactive video, and multimedia is provided, followed by a discussion of various learning theories expounded in the literature of cognitive psychology. Cognitive flexibility theory, information processing theory, case based reasoning, generative learning, semantic networks, and dual coding theory are all discussed in reference to the new technology of hypermedia. (37 references) (Author/DB)

ED 345 698 IR 015 506

The Quiet Revolution III: Report to the Governor and Legislature on Local Government Records Management.
PUB DATE- Mar 90
NOTE- 15p.; For related documents, see ED 342 368-370.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Full State Funding; Government

NOTE- 116p.; For the 1989 report, see ED 341 386.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Adult Education; Annotated Bibliographies; Artificial Intelligence; *Computer Assisted Instruction; Computer Assisted Testing; *Computer Literacy; Computer Networks; *Computer Software; Computer Software Evaluation; Computer Uses in Education; Counseling Services; Disabilities; Elementary Secondary Education; *Equal Education; Ethics; Gifted; *Interactive Video; Keyboarding (Data Entry); Media Research; *Microcomputers; Preschool Education; Thinking Skills

This collection provides an overview of literature entered into the ERIC database in 1990 on computer applications in elementary and secondary education, adult education, and special education. The first of four sections contains a list of overview documents on computer assisted instruction. Focusing on special applications, the second section lists documents on artificial intelligence, cognitive processes and thinking skills, computer literacy, computer networks (including distance education and telecommunications), computer equity, counseling and guidance, interactive video, keyboarding, the Logo programming language, management/administration, research, software, and tests and testing. References to documents for various subject area applications are listed in the third section under the headings of Business, English as a Second Language and Foreign Languages, Fine Arts, Language Arts, Mathematics, Physical Education, Programming, Reading, Science, Social Studies, Vocational Education, and Writing. The fourth section contains references to documents on special populations grouped into the following categories: adult education, disabled learners and learning disabilities, disadvantaged, gifted, and preschool education. Each entry includes the title and author of the document, information on price and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical index of authors and information on ordering ERIC documents are included. (DB)

ED 345 716 IR 015 598

Jones, Ted
IITS Students' Evaluation Questionnaire for the Fall Semester of 1991. A Summary and Report.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Evaluation; *Distance Education; *Health Education; Higher Education; Instructional Effectiveness; *Library Education; Questionnaires; *Student Attitudes; Student Motivation; Teacher Student Relationship; *Telecommunications; Video Equipment
IDENTIFIERS- Student Surveys; University of Alabama

A mail survey of students enrolled in distance education classes in library science and health education and promotion was conducted after the courses were first offered in the fall semester of 1991. The 77-item questionnaire explored attitudes, opinions, and preferences relating to the Intercampus,

(Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; Information Technology; Library Automation; Library Circulation; *Library Collections; *Library Expenditures; Library Facilities; Library Instruction; *Library Personnel; *Library Services; Library Statistics; *Public Libraries; Questionnaires; Shared Resources and Services; State Libraries; Users (Information)
IDENTIFIERS- *Texas

The information in this book was taken from 1990 annual reports submitted to the Texas State Library by public libraries in that state. The statistics reflect each library's 1990 local fiscal year, i.e., the fiscal year that includes January 1, 1990. The publication opens with general information about the Texas State Library governing or advisory committees, and a map of the major resource systems, followed by a directory of Texas public libraries. The statistics for the individual libraries, which are arranged alphabetically by city name and grouped into tables, are then presented. They identify: (1) the library status, outlets, and users; (2) expenditures; (3) income; (4) collections; (5) local services; (6) technology and resource sharing; and (7) staffing and salaries. Analytical tables then provide comparison data for Texas public libraries in specific population groups for a number of key library output measures, and summary statistics are compiled by region and by county. A list of board chairpersons of public libraries, presidents of friends of library groups, and a sample 1990 annual report form are appended. (MAB)

ED 345 735 IR 054 033

Stokes, Daniel A.
Will Our Past Be In Our Future? Exploring Videotape as an Archival Medium.
SPONS. AGENCY- National Archives and Records Administration, Washington, DC.
PUB DATE- 90
NOTE- 21p.; CIDS Research Paper, National Archives and Records Administration.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Archives; *Audiovisual Aids; Futures (of Society); Information Storage; Library Collections; Library Materials; *Preservation; Primary Sources; *Records Management; *Videotape Recordings

Noting that there has been a dramatic increase in the use of videotape in recent years, this paper explores videotape's potential as an archival medium. It is suggested that the nation's current videotape holdings should be surveyed to better define the relative importance of the records already documented, to identify records not previously known to exist, and to draw attention to little-known and potentially untapped veins of historically valuable videotapes. A discussion of videotape standards indicates how standards need to be developed in the areas of compatibility of formats and permanence. It is also noted that, while there are a number of appropriate videotape uses, it would be inappropriate to use videotape as the sole source for recording information of permanent value unless suitable preservation activities were undertaken. An overview of videotape preservation methods is given, followed by a discussion of environmental conditions, handling and storage procedures, and the importance of

This digest highlights the findings of an extensive review and analysis of the literature related to the role of libraries in education. The review was undertaken to demonstrate the critical role libraries can play in meeting the six National Education Goals adopted in 1990 by the President and the governors of the United States. The goals, which are to be accomplished by the year 2000, are as follows: (1) all children in America will start school ready to learn; (2) the high school graduation rate will increase to at least 90 percent; (3) American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy; (4) U.S. students will be the first in the world in science and mathematics achievement; (5) every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and (6) every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. A brief statement about each of the goals is provided, followed by highlights of two programs related to that goal. Four key publications, including the monograph on which this digest is based, are listed as references. (BBM)

ED 345 754   IR 054 156

Carter, Yvonne B., Comp.; Owens, Janice E., Comp.
Library Career Training Program: Abstracts of Funded Projects, 1991. Title II-B, Higher Education Act.
PUB DATE- Jun 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; Federal Legislation; Federal Programs; Financial Support; *Graduate Study; *Grants; Higher Education; Library Education; *Library Schools; National Programs; Program Descriptions
IDENTIFIERS- *Higher Education Act Title II B

The Library Career Training Program, Title II-B of the Higher Education Act (HEA), provides grants to institutions of higher education and library organizations or agencies to train persons in librarianship through fellowships, institutes, and traineeships, and to establish, develop, and expand programs of library and information science. The U.S. Department of Education has held annual competitions for fellowships under this program since fiscal year (FY) 1966. This booklet is a synthesis of materials contained in the successful applications for fellowships in FY 91. It is noted that two of the six priorities established by the Library Career Training Program Final Regulations (published in 1988) were cited as absolute priorities for which projects were being invited in FY 91. The two priorities are: (1) to train or retrain library personnel in areas of library specialization where there are currently shortages, such as school media, children's services, young adult services, science reference, and cataloging; and (2) to increase excellence in library leadership through advanced training in library management. The 21 grants awarded in FY 91 for master's, post-master's, and doctoral fellowships supported one or both of these priorities. An abstract for each of the chair, and continues with testimony and prepared statements on the Technical Education and Training Act of 1991 (H.R. 2936) and the National Community College Technology Act (H.R. 3606). Statements and, in some cases, responses to questions by subcommittee members are provided by the following witnesses: Nebraska Congressman Peter Hoagland; Dr. Luther S. Williams, National Science Foundation; Jeff Ellison, Intel Corporation; P. Douglas Groseclose, Martin Marietta Electronics; Dr. Cary Israel, Illinois Community College Board; Dr. William F. Synder, Wytheville Community College (Virginia); and Dr. Paul C. Gianini, Jr., Valencia Community College (Florida). The report concludes with the subcommittee markup of H.R. 2936 and the full committee markup of H.R. 2936. An appendix provides statements submitted by Sam Villareal of the Texas Engineering Extension Service, Texas A&M University System, and V. David Vandelinde, the Chair of the Engineering Education Coalition, along with the subcommittee report on H.R. 2936. (JMC)

ED 345 771   JC 920 247

Ashur, Nina E.; And Others
Staff Development Program Evaluation.
PUB DATE- 8 May 91
NOTE- 95p.; Study conducted by an external consultant team of University of La Verne (CA) doctoral students in educational management.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; College Faculty; Community Colleges; *Employee Attitudes; *Faculty Development; *Inservice Education; Inservice Teacher Education; Program Evaluation; Self Evaluation (Groups); *Staff Development; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- College of the Canyons CA

An evaluation of the staff development program at College of the Canyons (California) was conducted in 1991 to provide information applicable to program improvement. Questionnaires were distributed to all faculty, classified staff, and flexible calendar program committee and staff development advisory committee members, resulting in response rates of 60%, 41%, 71%, and 30%, respectively. Additional information was obtained by examining archival data and by interviewing key individuals. Highlighted findings included the following: (1) a major strength of the 1990-91 program was the focus on the promotion of growth opportunities for faculty and classified staff rather than remedial training; (2) a majority of faculty and classified staff felt that the staff development activities were appropriate for their level of education and experience; (3) the program was perceived to have the support of the administration; (4) faculty and classified staff were unclear about what the program provided or was supposed to provide; (5) a majority of faculty and classified staff believed that staff development activities in instructional, personal, professional, and organizational areas were not adequate to meet their needs; and (6) there was a perceived lack of a coordinated, comprehensive effort among the groups involved in creating staff development opportunities. Based on evaluation findings, eight specific recommendations for program improvement were made. Appendixes provide memos, evaluation criteria charts, and survey instruments and results. (JSP)

ED 345 772   JC 920 248

and After Matriculation," by Jon Kangas; and (9) "Student Satisfaction With Matriculation," by Scot Spicer. Appendixes include a seven-page summary of a telephone survey on matriculation research and the survey instrument. (JSP)

ED 345 788 JC 920 268

Persistence and Completion Rates: Colorado Public Higher Education, Fall 1986 through Fall 1990.
PUB DATE- Nov 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Associate Degrees; *College Students; *College Transfer Students; Community Colleges; Comparative Analysis; Ethnic Groups; Graduation; Graphs; Higher Education; Minority Groups; Postsecondary Education; *School Holding Power; State Surveys; Tables (Data); Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- *Colorado; Transfer Rates (College)

In 1991, an analysis of student graduation, transfer, and persistence rates throughout the Colorado publicly supported postsecondary system was conducted by the Colorado Commission on Higher Education. Data were drawn from files submitted to the Commission by institutions from fall 1986 through fall 1990. Selected findings included the following: (1) in fall 1986, 3,912 in-state students enrolled for the first time at a community college and accumulated at least 12 credit hours at that institution over the following four years; (2) by fall 1990, of those original 3,912 students, 20.7% had transferred to a four-year college or university, 14.5% had completed a two-year degree or certificate and had not transferred, 9.1% were still enrolled at a community college, and 55.7% were no longer enrolled at a Colorado public institution; (3) the community college transfer/persistence/completion rate was highest for Whites (46.8%), and lowest for Blacks (26.1%); (4) in fall 1986, 9,029 in-state students enrolled as full-time freshmen for the first time in a four-year college or university; (5) by fall 1990, 19.1% of the 9,029 had completed a bachelor's degree, 31.4% were still enrolled at their initial institution, 13.3% had transferred to another Colorado public institution, and 36.2% were no longer enrolled at a Colorado public institution; (6) the four-year institution completion/persistence rate was highest for Asians (68%), and lowest for Blacks (44.9%); and (7) the percent of first-time, full-time students still enrolled after one year at community colleges between 1986 and 1989 remained fairly constant, at about 56%, while the percentage of those still enrolled at four-year institutions had increased slightly, from 80.8% to 83.3%. Extensive data tables and graphs are provided. (JMC)

ED 345 789 JC 920 269

Seppanen, Loretta
The Washington Community College Institutional Outcomes Assessment Plans: An Overview and Summary. Operations Research No. 91-2.
PUB DATE- Feb 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

Hajdukiewicz. Finally, part III presents an overview of future plans for four follow-up projects, and for Project SYNERGY II. Appendixes include lists of software attributes, reading, writing, and mathematics objectives, and software publishers; and descriptions of the electronic classroom and applications software. (JSP)

ED 345 805 JC 920 287

Griffin, Tim; And Others
Accreditation as an Outcome of Research, Planning and Accountability: An Alternative Approach To Self-Study at the Community College of Denver.
PUB DATE- 23 Jun 92
NOTE- 13p.; Paper presented at the Summer Institute of the Community College Consortium for Institutional Effectiveness (4th, Vail, CO, June 23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Accreditation (Institutions); *College Planning; College Role; Community Colleges; *Information Management; Institutional Research; Leadership; *Organizational Climate; School Demography; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Community College of Denver CO

From fall 1985 to fall 1991, the enrollment mix at the Community College of Denver (CCD) has grown to reflect the diverse center city population that the college serves, including increases in the percentages of minorities and women. The changing CCD student body presents new challenges to the college's academic and student support programs. The transformation of the CCD student body has accentuated the need for accountability, particularly at the academic program level. At CCD, the outcome of the new need for accountability has not been a self-study for accreditation, but rather a proposed "special emphasis" study for accreditation. The special emphasis study will include an overview document, an accountability report, and planning documents. A steering committee will be drawn from the chairs or representatives of a number of councils and committees. The novelty of the special emphasis study is the focus on information management to make planning and accountability routine activities at the program level. The study will explore how to improve internal CCD operations and the fit among job performance, institutional goals, and institutional standards. In addition, the study will foster an effective institutional culture, which is closely linked to information management. To create an organizational culture that integrates research, planning, and accountability into continuous self-study at an operational level, college leaders must pay attention to their role as information managers. (JMC)

ED 345 806 JC 920 290

Cohen, Arthur M.
The Transfer Indicator.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive

earning more than $3,000 per month, were working in consulting or computing, or were self-employed, with computer programming and computer engineering garnering the highest salaries (more than $6,000 per month); (7) at the master's degree level, no graduates indicated they were earning more than $3,000 per month; (8) 89% of the graduates indicated that they went to work for their current employer after they graduated from an Arrowhead college; (9) 65% indicated that their community college education was either directly or closely related to their present job; and (10) 75% said they did not use college job placement services. The questionnaire is attached. (JMC)

ED 345 822 JC 920 307

Von Wald, Stephen C.
The Graduate Survey Report: A Survey of 1990-1991 Graduates.
PUB DATE- Feb 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; Graduate Surveys; *Participant Satisfaction; Questionnaires; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Student Financial Aid; Tables (Data); Two Year Colleges
IDENTIFIERS- *Arrowhead Community College Region MN

In 1992, a survey was conducted of 1990-91 graduates of the seven colleges in the Arrowhead Community College Region (ACCR) (Minnesota) to determine their satisfaction with their college experience. Of the 890 graduates surveyed, 702 responded. Survey findings, based on a 78.9% response rate, included the following: (1) 65.1% of the respondents were women, 41.6% of whom were non-traditional students (i.e., 30 years of age or older), while 62.4% of the male respondents were traditional students; (2) 77.1% of the graduates indicated that they had received some form of financial aid while attending an Arrowhead college; (3) 86.4% of the graduates were satisfied with their college experience in general; (4) students were most satisfied with their instructors' attitudes, the size of their classes, and the testing and grading system, while they were most dissatisfied with the availability and the variety of courses; (5) of the services available within the ACCR, respondents were most satisfied with academic advising and computer lab facilities; (6) nearly 90% of the graduates indicated that they intended to earn a degree when they first enrolled; (7) 43.8% of the graduates stated that when they first enrolled at an Arrowhead college, they intended to transfer to a four-year institution after receiving their degree; and (8) 85.8% of the respondents said they would attend the same college if they "had it all to do over again." The survey instrument is attached, along with tabulated responses. (JMC)

ED 345 823 JC 920 309

Von Wald, Stephen C.
The Annual Research Report, 1990-1991.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical

State Legislation; State Surveys; *Statewide Planning
IDENTIFIERS- *Priorities; *State Issues; State Legislatures

In September 1991, the National Conference of State Legislatures surveyed the legislatures in 44 states, Puerto Rico, and the District of Columbia to identify priority issues for the 1992 session. The survey covered almost 1,000 issues in 18 topic areas. This report of the survey results includes sections on each of the following topic areas: (1) agriculture; (2) arts and cultural resources; (3) children, youth, and families; (4) commerce and banking; (5) economic development; (6) education; (7) the elderly; (8) electric utilities; (9) energy; (10) environment and natural resources; (11) fiscal matters; (12) health care; (13) labor; (14) law enforcement and criminal justice; (15) liability and insurance; (16) state government; (17) telecommunications; and (18) transportation. Each section contains an introduction to the issues, a chart highlighting the national pattern of issue priorities, and a table that gives state-by-state issue priorities. Introductory material includes background information on the issues and information about previous state legislative enactments. The charts give the percentage of respondents who ranked the issue area within their top five state priorities. The tables show the national priority level of the major issues and the number of states in which respondents ranked each particular issue among their top priorities for 1992. Appendices include a list of state coordinators and a sample questionnaire on agriculture issues. (BC)

ED 345 840 PS 020 503

For Student Success: 'Reach Out and Touch'--Schools, Families, and Communities.
PUB DATE- 25 Oct 91
NOTE- 56p.; Paper presented at the Annual Conference of the National Black Child Development Institute, Inc. (St. Louis, MO, October 23-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Early Intervention; *Home Visits; Infants; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Special Needs Students; Toddlers; Workshops; Young Children
IDENTIFIERS- *Missouri (Ferguson); Missouri (Florissant); *Missouri (Saint Louis)

This document is a transcript of a workshop intended to inform conference participants about the experiences of two schools, both members of the League of Schools Reaching Out, which sponsored the workshop. First, the director of the early education program for the Ferguson Florissant (Missouri) school district spoke about her program, which is committed to supporting parent involvement, identifying children with special needs, and providing special education services. The speech focused on home visits, the principal manner in which the school district works with parents. In addition, a parent spoke about her positive response to the program. The audience questioned both speakers. The second school highlighted was the Wilkinson Early Childhood Center, a magnet school in St. Louis. The principal talked about his program of parent involvement, which includes the traditional parent-teacher organization, and a school-based management board in which parents participate. After the principal's talk, a parent and a teacher described initiatives include Hawaii's Healthy Start program, Iowa's family development grant program, Maryland's family support centers, Minnesota's Early Childhood Family Education program, Missouri's Parents as First Teachers, and Illinois's Ounce of Prevention Fund. While these programs have different approaches and emphases, they share a number of common features. Among these are capacity-building and partnership orientations toward the family, efforts to connect families with community resources, persistent outreach to hard-to-reach families, attention to developing and sustaining skilled frontline personnel to work with families, flexible administrative structures to support these workers, and provision of support that crosses disciplinary and categorical boundaries. Successful programs are adaptive and respond to a variety of family needs. In designing legislation to support services for families with young children, legislators should focus on local community ownership, the role of the frontline worker, outreach to families, linkage to community resources, flexibility in program development and administration and in level of service, incentives for cross-system collaboration, and the use of funding streams and sources of support. A description of federal funding streams that help finance services for families with young children, additional sources of information, a 24-item annotated bibliography, and a list of program contacts are appended. (AC)

ED 345 857 PS 020 554

Women and Children First: Report of the UNCED/UNICEF/UNFPA Symposium on the Impact of Poverty and Environmental Degradation on Women and Children (Geneva, Switzerland, May 27-30, 1991).
SPONS. AGENCY- United Nations Children's Fund, New York, N.Y.; United Nations Fund for Population Activities, New York, N.Y.
PUB DATE- Jul 91
NOTE- 67p.; Contains light type and will photocopy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Children; *Conservation (Environment); Demography; Energy Conservation; Environmental Education; *Females; Health; *Natural Resources; *Pollution; Poverty; Sex Role
IDENTIFIERS- Environmental Issues; *Environmental Problems; *Environmental Protection

The symposium examined the impact of poverty and environmental degradation on women and children and assessed women's real and potential contributions to sustainable development through their knowledge of natural resources. Participants included experts and resource people involved in grassroots activities throughout the world. This report summarizes the opening ceremony of the symposium; states general principles and recommendations adopted by the symposium; and discusses information presented at the symposium. Working groups and the plenary session made recommendations concerning women and the environment. The first working group addressed topics of land resources, resource management and conservation, and deforestation. The second considered freshwater resources, energy, and toxic chemicals. The use of legal instruments and institutions was studied by the third working group. Topics addressed by the plenary session included: (1) poverty and environmental degradation; (2) financial resources; (3) public awareness; (4) health; (5) effects of technology; (6) urban and rural settlements; (7) demographic pressures; (8) media and tests than other students; (5) students from low SES families watch more television than students from high SES families; (6) students in the San Juan district who watch 3 or more hours of television a day score lower on achievement tests than students who watch less than 3 hours; (7) students in the San Juan district watch less television as they get older; and (8) students in the San Juan district watch less television today than they did 5 years ago, and less television than students statewide. (Four graphs/charts are attached.) (BC)

ED 345 875   PS 020 612

Harriss, Susan C.
CRIS Tales: Moral Dilemmas for Young School Children.
PUB DATE- 90
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Altruism; Elementary Education; *Elementary School Students; *Ethical Instruction; Friendship; Moral Development; *Moral Issues; *Moral Values; Self Esteem; Story Reading; *Value Judgment
IDENTIFIERS- Fairness; Honesty; Loyalty

This document contains a series of short case studies, called "tales" throughout the text, that describe moral dilemmas that arise in the lives of school-aged children. The tales are intended to help children develop their moral judgment and are meant to be read by teachers to their class. Suggestions for classroom use are provided. A tale intended for children in kindergarten through grade 2 addresses issues of ownership and property. Three tales for children in grades 1 through 3 address issues of loyalty and kindness; competition, honesty, and pride; and religious identity and tolerance. The issues of self-esteem, ethnic identity, racism, and loyalty are considered in a tale for 1st through 4th graders. Three tales for children in grades 3 through 5 cover the issues of loyalty and self-esteem; competition and honesty; and parental pressure, self-discipline, and respect for the elderly. Two tales for 4th and 5th graders address issues of gender identity, sexism, and aggression; and loyalty, coping with physical anomalies, and trust. Each tale includes a list of the moral issues addressed, an introduction for the teacher's use, and a series of questions that the teacher can ask the students. (BC)

ED 345 876   PS 020 631

Muskox Milk, Ptarmigan Pie and Other Northern Delicacies (Kids Can Cook): Recipes and Related Activities.
PUB DATE- 92
NOTE- 275p.; For companion "Guide to Parents and Teachers", see PS 020 632.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooking Instruction; Early Childhood Education; *Foods Instruction; Foreign Countries; *Learning Activities; *Young Children

Bethel, Alaska. The exhibits teach people about many aspects of traditional Alaska Native culture. The videodisc program carries both Yup'ik and English audiotracks, making it useful for bilingual audiences. Apple's HyperCard program allows users to develop stacks of index cards on a computer screen that can be manipulated and programmed in many creative ways with a minimal amount of technical knowledge. It also can be interfaced with interactive multimedia such as videodiscs. Funding for the project was difficult to obtain because of lack of university support. Eventually a company that was developing a commercial videodisc for tourists offered unused time on their videodisc. University students who were enrolled in a course on using computers in schools developed HyperCard stacks based on the Bethel Yugtarvik Museum's displays and added animation using VideoWorks II and Studio 1 software. A media specialist videotaped exhibits at the museum, and the edited version was converted to a videodisc. The Hypercard stacks and the videodisc were connected using a Mac Plus computer and a Pioneer 4200 videodisc player. The Yup'ik computer applications are prepared for placement in rural Alaska villages to augment college distance education courses throughout the state. (KS)

ED 345 894   RC 018 669

Bratkovich, Stephen M.; Miller, Larry E.
Characteristics of Innovative Sawmill Operators: An Appalachian Ohio Perspective.
PUB DATE- 21 Mar 92
NOTE- 10p.; Paper presented at the Appalachian Studies Conference (Berea, KY, March 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *Educational Planning; *Individual Characteristics; *Innovation; *Regional Characteristics; Rural Areas; Rural Population; *Skilled Workers
IDENTIFIERS- *Appalachian People; Diversity (Groups); *Sawmill Workers

This paper reports on a study that investigated the characteristics of innovative Ohio sawmill operators and compared characteristics of Appalachian to non-Appalachian operators. (The paper is derived from a larger study that investigated the perceived educational needs of innovative Ohio sawmill operators.) Thirty-two Ohio sawmill operators were selected based upon criteria that they were the first or near the first individuals to adopt new ideas or work practices. A questionnaire assessed the sawmill operators' perceived importance and perceived knowledge of 67 job competencies and examined characteristics of the subjects. The results include: (1) a higher percentage of Appalachian operators (19 percent) were identified as innovative as compared to non-Appalachian operators (9 percent); (2) Appalachian operators were older than their non-Appalachian counterparts; (3) Appalachian operators tended to have more tenure in the sawmill industry and higher income than their non-Appalachian counterparts; (4) Appalachian operators had a minimum educational attainment of some college with 62 percent of the same operators indicating strong educational aspirations; and (5) there were no significant differences between perceived educational needs of innovative operators across geographic region. This study indicates that educators and service providers need to be aware of the diversities within the Appalachian region and the characteristics of their audience when planning educational

Rights; Communication Aids (for Disabled); *Communication Disorders; Compliance (Legal); *Disabilities; Due Process; Elementary Secondary Education; Federal Legislation; *Financial Support; Legal Responsibility; Rehabilitation; School Responsibility; Student Rights; Technology
IDENTIFIERS- Entitlement Programs; Individuals with Disabilities Education Act

This newsletter issues offers suggestions to individuals with disabilities whose requests for assistive technology equipment or services have been refused due to an agency's financial situation. Parents asking for services for their child should point out that federal laws such as the Individuals with Disabilities Education Act guarantee a child's right to full educational opportunity and to a free appropriate public education, including special education and related services through age 21. Assistive technology can qualify as a related service. Parents should also make sure that the device or service is specifically included in as many areas as possible in the goals and objectives of the child's Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP). In addition, parents should make sure that requests for assistive devices are written into the IEP placement meeting minutes; should get a written statement stating the reasons for denial of an assistive technology device; and should follow up using required procedures. Potential funding sources for assistive technology devices are listed. Parents are also urged to take a more general approach to problem solving for the total school system, by becoming involved in budget and planning processes, networking with other parents, and so on. For adults over the age of 21, most programs are not entitlement programs, but federal policy directives call for provision of rehabilitation engineering services, and the individual's college or employer may also be able to help. (JDD)

ED 345 459 EC 301 220

Warger, Cynthia L.
Peer Tutoring: When Working Together Is Better Than Working Alone. Research & Resources on Special Education, Number 30.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Dec 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Elementary Secondary Education; Feedback; *Instructional Effectiveness; *Mild Disabilities; *Peer Teaching; Research Needs; Student Reaction; Teaching Methods; *Tutoring

Research has shown that when peer tutoring is used as an instructional procedure, student test scores increase and failure is rare. Research has also shown that not only tutees gain academically but also that tutors tend to gain in both academic and social outcomes. Moreover, teachers can implement the technique efficiently and cost effectively. Variations of tutoring approaches manipulate the following three key variables: age, location, and ability level. Regardless of the form of tutoring, at its core is the principle of opportunity making opportunities of persons with disabilities, and offers suggestions for teaching choice-making. The section on integration offers principles of community integration and guidelines for promoting integration. The section on advocacy emphasizes the importance of self-advocacy as a part of independence for all people, offers guidelines for helping people to become effective self-advocates, and presents suggestions on how to respond to persons acting as self-advocates. A follow-up section provides a form for evaluating how thoroughly the qualities of choice, integration, and advocacy have been woven into the lives of persons with disabilities being served. The form covers daily activities, general lifestyle issues, and individual program planning processes. (JDD)

ED 345 477 EC 301 239

Dodd, John M.; And Others
Vocational Readiness in American Indian Learning Disabled Adolescents.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; American Indian Education; *American Indians; Career Choice; Career Development; *Career Planning; *Employment Potential; High Schools; *Job Skills; *Learning Disabilities; Postsecondary Education; School Psychologists; *Vocational Interests; *Vocational Maturity; Young Adults
IDENTIFIERS- Montana; Tribally Controlled Education

This study investigated vocational readiness of adolescent American Indians with learning disabilities by examining tests and procedures employed by 24 school psychologists in Montana, assessing American Indian high school students on skills and interests useful in seeking and maintaining employment, obtaining work samples and vocational interest data from adults with learning disabilities who were attending a tribal college that provides services for students with disabilities, and conducting a telephone survey to determine postsecondary services available to American Indians with learning disabilities. The study found that: (1) school psychologists employed a variety of adaptations to tests and testing procedures; (2) high school age students with learning disabilities did not have strategies for seeking jobs and had not made career choices; and (3) most postsecondary school-age students were able and decisive in regard to career decisions and 80% showed a high vocational awareness level. Recommendations are made concerning psychologists, vocational readiness, and postsecondary services. An appendix offers a directory of postsecondary services for American Indians with learning disabilities living in Montana. (Approximately 50 references) (JDD)

ED 345 478 EC 301 240

Horan, Kevin
Assessment Strategies for American Indian Vocational Rehabilitation Clients: Presentation Outline To Accompany the Videotape.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation

Rating Scales; Second Language Learning; Testing; Test Reliability
IDENTIFIERS- *Rasch Model

A preliminary study is reported of the use of new multifaceted Rasch measurement mechanisms for investigating rater characteristics in language testing. Ratings from four judges of scripts from 50 candidates taking the International English Language Testing System test, a test of English for Academic Purposes, are analyzed. The analysis illustrates how multifaceted Rasch measurement can be used to examine inter-rater consistency, differences in rater harshness, available grades on the rating scale, and the effect that between-rater variation has on the measurement of individual candidates. Although the main focus of the paper is on modeling and estimating rater variation, Rasch modeling also has the potential for practical applications controlling the effects of the variation it describes. One such application is considered: the use of the model to explore the relationship between varying amounts of multiple marking and the resulting ability estimates of candidates, to see if it may be possible to reduce the amount of multiple marking required to produce stable and reliable estimates of ability. Contains 18 references. (LB)

ED 345 499 FL 019 638

Turner, Carolyn; Upshur, Jack
Trait Development in an Intensive ESL Course for Adolescents: Grammatical Knowledge and Communicative Ability.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; *Grammar; *Intensive Language Courses; Knowledge Level; Language Tests; Learning Processes; Measurement Techniques; Second Language Learning; Testing
IDENTIFIERS- *Quebec

In a variation of the traditional research report, the background and design of a study of second language acquisition are described, but no substantive results are reported. The intent of the report is to stimulate thinking about theory in language testing. Two questions are investigated: What is it that children learn in second language classes?; and How do those things influence each other as abilities develop? The study is placed in the context of intensive programs in English as a Second Language (ESL) within the francophone school system of Quebec, Canada; and of two contrasting views of trait development based on acquisition of grammatical competence or communicative competence as the trait driving further learning. Seven test pairs were developed, each using a different measurement method, with one test in each pair measuring grammatical and one measuring communicative competence. These prototype measures were validated and a variety of alternate trait indicators identified. A time series study of trait development will be undertaken using these measures. Questions concerning the interpretability of the results are currently under consideration, including number of indicators needed, interchangeability of measurement methods, and use of an abbreviated or simplified testing model. A 23-item bibliography, testing models, and test method examples are appended. (MSE) in the humanities do not participate in the development of software and systems, they will continue to be unsuccessful. Imaginative applications are now possible in areas such as the teaching of language and cultures, but they require the expertise of linguists to be useful. (Author/MSE)

ED 345 519 FL 020 214

Marchand, James W.
The Use of the Personal Computer in the Humanities.
PUB DATE- 87
NOTE- 18p.; For the journal as a whole, see FL 020 212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Applied Linguistics; *Classical Languages; Classification; Computer Oriented Programs; Computer Peripherals; *Computers; *Humanities; Keyboarding (Data Entry); *Language Research; *Microcomputers; Orthographic Symbols; Programing; *Technological Advancement

Until recently, professionals in the humanities have had access only to mainframe computer technology. The advent of microcomputers offers a range of new options. The experiences of one individual indicate that with personal computer technology and simple programming, and occasionally the help of a mainframe, textual, visual, and auditory information can be manipulated successfully. With regard to the first challenge, management of data input, several possibilities exist. Reproduction of a non-Roman orthography is possible by creating a system of transliteration into programming code; a number of texts are already available on CD ROM. Scanning and graphics adaptation technology assist in visual reproduction. Auditory materials are less easy to manage, and technology is currently under development. Data handling within the computer, the second major challenge, can be accomplished by a variety of cataloguing and classification schemes. For output, the third challenge, a dot-matrix printer or other bit-mapping device can be used to create an appropriate character set, and the printed results can be photographically enhanced. Computer-generated figures illustrate the possibilities. A brief bibliography is included. (MSE)

ED 345 520 FL 020 215

Tierney, Joseph; Mack, Molly
Vocoders and Speech Perception: Uses of Computer-Based Speech Analysis-Synthesis in Stimulus Generation.
PUB DATE- 87
NOTE- 19p.; For the journal as a whole, see FL 020 212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Applied Linguistics; *Auditory Perception; *Auditory Stimuli; *Computer Oriented Programs; *Computers; Language Processing; *Language Research; *Speech; Speech Synthesizers
IDENTIFIERS- *Vocoders

Stimuli used in research on the perception of the speech signal have often been obtained from simple filtering and distortion of the speech waveform, sometimes accompanied by noise. However, for more complex stimulus generation, the parameters of speech can be manipulated, after analysis and before synthesis, using various types of algorithms to generate

PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Strategies; Elementary Secondary Education; Enrollment Rate; Higher Education; *Interprofessional Relationship; Language Enrollment; Language Teachers; Pragmatics; Second Language Instruction; *Second Language Learning; Student Motivation; *Uncommonly Taught Languages

The less commonly taught languages (LCTLs) have entered mainstream foreign language teaching only in the last decade. The LCTLs include all languages other than French, German, and Spanish and can be divided into several subgroups, including "truly foreign languages" (TFLs) that are not cognate to English. While TFLs have never been very visible in American foreign language education, they have quietly emerged with their own traditions and modes of organization but operating largely on the profession's fringes. Differences between TFLs and traditionally taught languages include differences in linguistic code and language role for communication purposes. In TFL teaching and learning, pragmatics or behavioral culture is key to mastery of the linguistic code. Negotiation of meaning, central to communicative competence, should be central to TFL instruction. Two modes of pedagogical practice dominate TFL instruction in the United States: that of Indo-European languages and that of English as a Second Language. Successful blending of TFLs into mainstream foreign language education will require broadening traditional perspectives. Related issues include enrollment rate, differences between native and nonnative teachers, cultural differences, and student motivation. Mutual cooperation between the fields of traditionally taught languages and TFLs will be essential, replacing the current coexistence model. (MSE)

ED 345 540 FL 020 287

Hammond, Deanna Lindberg
The Translation Profession. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Needs; *Employment Patterns; *Employment Qualifications; *Interpreters; Occupational Information; Professional Education; *Translation
IDENTIFIERS- ERIC Digests

The demand for competent translators is at an all-time high. Translators work with written language, and generally work either in-house for a business, translation agency, or other institution, or as free-lancers. Leading employers of translators in the United States are the federal government, domestic and multinational corporations and subsidiaries, importers and exporters, commercial and non-profit research institutions, manufacturers, engineering and construction firms, publishing industry, patent attorneys, news media, international organizations, and foreign, diplomatic,

Competence (Languages); Cooperative Learning; Cultural Awareness; *Cultural Education; Elementary Secondary Education; English (Second Language); Foreign Countries; French; Higher Education; Immersion Programs; International Cooperation; Italian; Language Role; *Language Teachers; Native Language Instruction; Program Descriptions; Public Agencies; Reading Materials; Second Language Instruction; *Second Language Learning; Second Language Programs; *Teacher Education Curriculum; Telecommunications

IDENTIFIERS- Columbus (Christopher); India; New York (New York); New York State Council on Languages; Professionalism

The five numbers of this journal for foreign language teachers include these articles: "Articulation: Beyond the Syllabus"; "Total Immersion in French at the Elementary School Level: An Observer's Report"; "'Columbus Countdown 1992' Announces a Cultural Project in New York City"; "Revising the Scope and Content of the Foreign Language Teacher Education Curriculum"; "The First Year Teacher: Transition to Professionalism"; "Two Languages for Everyone: Working Principles of the New York State Council on Languages"; "The Classics' Response to Language as Communication"; "The Role of Native Language Instruction in Bilingual Education Programs"; "The Issues Confronting ESOL Professionals"; "Foreign Languages Education: An Era of Challenges Renewed"; "SCOL's Agenda: Past, Present and Future"; "Working Together: Resources for Foreign Language Instruction"; "A Hands-On Guide to Establishing Articulation"; "Once Again: Why Study Literature?"; "'Tis a Puzzlement': Requiem for the Communicative Approach"; "Italian--A Living Language, Not Afraid to Change"; "A Shot in the Arm"; "Cooperative Learning Tasks from Interdependence to Independence"; "Investing in the Future of Foreign Language Teaching: A Design for Teacher Preparation"; "Relevant Reading Using Real Resources"; "Some Observations About India"; "India--Linguistically Speaking"; and "Moscow-Brighton Telecommunications Program." Conference summaries, book reviews, and professional notes and announcements are also included in each number. (MSE)

ED 345 559 FL 020 378

FLES NEWS, Volume 5, 1991-1992.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Attitude Change; Change Strategies; Class Activities; Classroom Techniques; Conferences; Databases; Educational Strategies; Elementary Secondary Education; *FLES; Information Sources; *Language Attitudes; *Language Tests; Program Descriptions; Program Effectiveness; *Reading Materials; Second Language Instruction; *Second Language Learning; Small Schools; Teacher Education; Testing; Writing Instruction
IDENTIFIERS- Michigan (Ferndale); Nebraska (Filley)

Articles in the three Volume 5 issues of the National Network for Early Language Learning newsletter include: "Young Authors--A Double Success" (Carolyn Andrade); "Teacher Preparation for Elementary School Foreign Language Programs" (Carol Ann Pesola); "Strategies in a Small School Setting: The Filley FLES Program" (Zoe E. Louton, Robert E. Louton); "Characteristics of Effective Elementary School Foreign Language Programs"; "Foreign Language Assessment in the Elementary School"; "Stories and Tales, Books and Adventures" (Lynn Toman);

language class. Three activities, outlined as assignments given to students, illustrate the techniques used to encourage self-expression and integrate language use with business-related content. Each activity is designed to take 4 days, with daily conceptual and journal writing exercises. (MSE)

ED 345 578   FL 020 417

Phariss, Florence M.
Introducing LSP Courses into the Liberal Arts Curriculum: The Case of Butler University.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *College Curriculum; *College Second Language Programs; Course Organization; Curriculum Development; Faculty Development; French; German; Higher Education; International Trade; Language Enrollment; *Languages for Special Purposes; *Liberal Arts; Program Descriptions; Program Implementation; Spanish
IDENTIFIERS- *Butler University IN

For many years, the modern language enrollment at Butler University included many students with a second major in education, and the language curriculum served this population. As the number of teacher trainees diminished, foreign language majors increasingly indicated second majors in business. To serve this population, the foreign language faculty developed courses in business French, German, and Spanish with an emphasis on culture, appropriate to the liberal arts mission of the institution. The liberal arts and science faculty's principal concern about the plan was the training of faculty to teach such a course. Language faculty have therefore attended conferences and completed coursework in business and economics. One business communication course has been offered in each of the three languages every second year, as planned, since the inception of the program. At first, students worked individually with faculty in a tutorial arrangement. Enrollment in all three courses has increased, and students from other academic disciplines have also successfully completed the curriculum. As a result of this success, an international business major requiring language study has been established. (MSE)

ED 345 579   FL 020 419

Kaufman, Madeline
Enhancing Reading Comprehension and Critical Thinking Skills of First Grade ESOL Students through the Use of Semantic Webbing.
PUB DATE- Feb 92
NOTE- 54p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Brainstorming; Classroom Techniques; *Critical Thinking; *English (Second Language); Grade 1; Instructional Effectiveness; Limited English Speaking; Primary Education; *Reading Comprehension; *Reading Instruction; *Semantics; Skill

PUB DATE- Mar 88
NOTE- 511p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *College Outcomes Assessment; Educational Assessment; Educational Improvement; Educational Objectives; *Educational Quality; *Higher Education; Information Dissemination; Institutional Research; *Outcomes of Education; Postsecondary Education; Publications

This annual bibliography presents the abstracts, index terms, and descriptive bibliographic information for selected books, journal articles, and other documents in subject areas concerning college outcomes and assessment. Citations are listed alphabetically by author. The coverage and size of the four editions combined here are as follows: (1) Edition 1, 71 items, dated 1977-1987; (2) Edition 2: 126 items, dated 1987-1989; (3) Edition 3: 150 items, dated 1989-1990; (4) Edition 4: 114 items, dated 1990-1991. Many of the documents are available from the ERIC Document Reproduction Service. Specific ordering information and an order form are included. (GLR)

ED 345 599 HE 025 489

Cabrera, Alberto F.; And Others
The Role of Finances in the Persistence Process: A Structural Model.
PUB DATE- Apr 92
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Persistence; College Freshmen; College Preparation; Comparative Analysis; *Dropout Research; *Economic Factors; Higher Education; Longitudinal Studies; Low Income Groups; Social Integration; Student Attitudes; Student Characteristics; Student Educational Objectives; *Student Financial Aid; Student Participation

This paper reports the results of an empirical study on the role of finances on college persistence. A quantitative causal model, that relied on several theoretical frameworks, was tested via structural equation modelling for categorical data that incorporated constructs from the financial aid literature as well as the persistence literature. The research design was longitudinal in nature and analyses were conducted on a sample of 466 college students who were attending a large public urban commuter institution in the spring of 1989. In sum, results appeared to suggest that financial aid is important, not only because it equalizes opportunities between affluent and low-income students, but also because it facilitates the integration of the student into both the academic and social components of the institution as well as influencing his or her commitment to stay in college. Contains 51 references. (Author/GLR)

ED 345 600 HE 025 490

Hector, Judith H.; Hector, Mark A.
Impact of State-Mandated Developmental Studies on College Student

125 combinations of about 75 different tests in the areas of reading, writing, and mathematics are used to place students in either degree credit or remedial courses; (3) 85 percent of responding institutions offered at least one remedial course in reading, writing, or mathematics; and (4) reforms of the 1980s have all but eliminated the controversy over the awarding of degree credit for remedial studies. Following a conclusion, eight recommendations are presented. Included are 17 tables, an appendix listing the placement tests used by institutions in the SREB states, and 5 references. (JB)

ED 345 618 HE 025 513

Blowers, Malcolm E.
Excellence in College and University Teaching: A Guide to Resources. Ramsey Resources.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; *College Instruction; Higher Education; *Teacher Effectiveness; Teaching Skills

This annotated bibliography identifies a range of resources, available in most academic libraries, which pertain to the art and craft of college and university teaching. Many of the key works of the past decade are included along with some valuable older items. Section I lists 22 questions keyed to sources in the bibliography to assist the user. Section II is a bibliography of 41 items that date from 1956 through 1990. Section III lists indexes, journals, and books that can assist in finding additional information. (JB)

ED 345 619 HE 025 514

McLendon, Sandra F.
The Development of an Incentive Pay System for Use at Sue Bennett College.
PUB DATE- Apr 92
NOTE- 54p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- College Faculty; *Compensation (Remuneration); Faculty Evaluation; Higher Education; *Incentives; *Merit Pay; *Merit Rating; Program Development; Recognition (Achievement); Rewards; *Teacher Salaries
IDENTIFIERS- *Sue Bennett College KY

This paper reports on a study designed to assist in the development of an incentive pay system at Kentucky's Sue Bennett College that would be utilized to recognize merit and performance through increases in faculty salaries. Study procedures to determine the system's elements involved a literature search, a solicitation of input from the Faculty Development Committee, an analysis of merit pay models, and input from outside sources. Guidelines for the development of the incentive pay system stated that: (1) the faculty be involved in the planning; (2) the objectives be specific, known, and measurable; (3) everyone who qualifies be rewarded; (4) the Board of Trustees (BOT) and the administration support the system; (5) the faculty members be responsible for

EDRS Price- EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Educational Finance; Eligibility; Federal Aid; Federal Legislation; *Federal Programs; *Federal Regulation; Federal State Relationship; Higher Education; Need Analysis (Student Financial Aid); Program Administration; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Pell Grant Program; Stafford Student Loan Program; State Student Incentive Grants; Supplemental Educational Opportunity Grants

This handbook, consisting of an introduction and ten chapters, explains the 19992-93 procedures that higher education institutions must follow in administering the federal government's Student Financial Assistance (SFA) programs. Chapter One describes the organizational structure for areas of the Department of Education directly involved in the administration of the SFA programs as of March 1992. Chapters Two and Three cover general requirements that apply to all the SFA programs. Chapter Two also discusses the federal processing system. Chapter Three explains how schools and programs are determined to be eligible and general requirements for a school to participate in the SFA programs. The remaining chapters address specific program requirements. Chapter Four, on the Pell Grant program, explains how to calculate a payment and how to report the payment to the Department. Chapter Five provides general information, such as the funding process that applies to all three of the campus based programs. The specific requirements for each of these programs are covered in the next three chapters (Chapter Six: Perkins Loans; Chapter Seven: College Work-Study; Chapter Eight: Supplemental Educational Opportunity Grants). State grant programs are covered in Chapter Nine, and the Guaranteed Student Loan Programs are covered in Chapter Ten. Throughout the text recent changes to existing law and regulations are identified by a special graphic. (JB)

ED 345 638 HE 025 533

Knapp, Amy E.; Whitmore, Marilyn
Bridging Cultural Gaps: A Workshop for International Students.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Libraries; College Students; Cultural Awareness; *Foreign Students; Higher Education; *Information Seeking; Intercultural Communication; Interpersonal Communication; Library Administration; *Library Instruction; *Library Services; Library Skills; Program Descriptions; *Transitional Programs; User Needs (Information); Users (Information); Workshops
IDENTIFIERS- *University of Pittsburgh PA

A workshop was held by the Office of Library staff at the University of Pittsburgh (Pennsylvania) for international college students, to assist them in making the transition to the American educational setting. The workshop also served to heighten the awareness of the library public service staff to the needs of the international students at the University. Preparation for the workshop involved planning an agenda, delegating assignments, obtaining speakers, and setting times characteristics, their college experiences, and their persistence toward careers in science. The study involved analysis of data from 15,519 students in 192 four-year colleges and universities. Among the findings were the following: (1) while 20.6 percent of male college students aspire towards careers in the hard sciences, only 6.4 percent of women shared these career goals; (2) men were higher in persistence rates than women in the biological, physical, and engineering sciences; and (3) of those who alter their career plans away from the hard sciences, males were attracted to business, the military, and law, while women were attracted to business, education, and medicine. Positive associations for persistence in the hard sciences included grade-point-average, math self-rating, and parental careers; and negative associations included raising a family, self-rating in popularity, and parents' income. Also, it was found that men were more monetary-minded in their career choice while women were more concerned with the social good of their choice. Contains 13 references. (GLR)

ED 345 658   HE 025 554

Dual, Peter A.
Diversity in Higher Education: Challenges and Opportunities for the Next Decade.
PUB DATE- 22 Apr 92
NOTE- 13p.; Speech delivered at the American Educational Research Association (San Francisco, CA, April 20-22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; Demography; *Educational Change; *Educational Planning; Educational Trends; Elementary Secondary Education; Futures (of Society); *Higher Education; Human Relations; Long Range Planning; Minority Groups; *Multicultural Education; Postsecondary Education; Trend Analysis
IDENTIFIERS- *Diversity (Faculty); *Diversity (Student)

This speech argues the need for higher education to respond to the challenge of diversity as well as the opportunity to create institutions wedded to the belief that multiculturalism and diversity are prerequisites for excellence in the 21st century in American society. It is noted that current educational programs, particularly in elementary through secondary school, are not serving all the students within the American educational system. It is argued that higher education institutions must create a sense of community that is conducive to education, retention, and success of all students, but there has been a failure to respond to the increasingly culturally diverse student population and the related need for minority faculty. Two challenges are proposed. The first is how higher education relates to the demographic shifts in the population, in light of the hysteria and emotion of the general society and the associated political interests. The second is how U.S. education in the K-12 and higher education systems, along with the professional fields of practice, cooperate and collaborate with local and state communities to provide relief to the public and the increasingly global community of the schools. Presented is a list of news media articles on diversity and multiculturalism. (GLR)

ED 345 659   HE 025 555

This document presents the text of a speech given by the President of Ramapo College (New Jersey) on campus responses to the imperatives for global education. A section laying out the principles for internationalizing institutions describes the strategies used at Ramapo College which includes multicultural and international themes pervasive throughout the curriculum, efforts in all areas of campus life, a strategic mission embracing research and training, and initiative development through partnerships with other institutions. Points of leverage for global education is covered next including the campus mission statement, strategic plans, and academic program and administrative unit reviews. A discussion of strategies for overcoming barriers rejects international education for reasons of economic competitiveness or for casting others as victims. Rather, the paper argues, the goal of international education, must be to enhance the abilities of students to learn and pursue truth on their own and in groups in such a way that they can better understand themselves in relation to others. The following section emphasizes the complexity of the issues in international and multicultural education and suggests ways to approach them. Criteria for assessing program impact, a summary of progress to date, and reflections on the Ramapo experience conclude the speech. (JB)

ED 345 679 HE 025 592

Fay, Jack R.; Stryker, Judson P.
Contemporary Ethics in Relation to Academics and the Use of a Professor's Own Text or Fellow Faculty Member's Text as a Course Requirement.
PUB DATE- 2 Mar 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accounting; Assignments; Business Education; *Codes of Ethics; *College Faculty; Conflict of Interest; Higher Education; Surveys; *Teacher Attitudes; Textbooks; *Textbook Selection

A study was done of higher education faculty members' views of ethics in relation to academics and the use of a professor's own text or a fellow faculty member's text as a course requirement. A questionnaire was sent to 210 accounting professors selected at random of whom 53 percent responded. The response rate alone indicated a widespread interest in ethics in academics either on a general level or on the particular subject of using one's own text. Results showed that many professors do require their own texts or texts written by members of their own faculty. Some responses raised the question of whether senior faculty might influence junior professors to select texts written by seniors. Also found were the following: 85 percent of respondents felt that is was ethical to require students to purchase a text authored by the professor or their colleagues; only 15 percent of universities or colleges have a policy regarding requiring use of texts written by the instructor or another member of the faculty; and respondents strongly supported the teaching of ethics in their courses. A copy of the survey is included. (JB)

ED 345 680 IR 015 483

Moline, Judi
Linking Information to Objects: A Hypertext Prototype for

Publications; *Information Management; *Local Government; *Records Management; State Agencies; State Legislation

This report covers only the past year (1989) but the changes and events it describes began in August 1987 with the approval of the Local Government Records Law (Ch. 737, Laws of 1987), which took effect in August 1988. That law consolidated and updated New York's legal requirements pertaining to local government records management. It required that each local government designate a records management officer and support a coordinated records management program. The law also established the New York State Local Government Records Advisory Council to advise the Commissioner on state policies and procedures, services, and financial support needed to effect adequate record management. The Council's December 1987 report ("The Quiet Revolution...") offered several recommendations for strengthening the capacities of local governments in records management, including a recommendation leading to the 1989 Local Government Records Management Improvement Fund Act. The fund will probably generate $6 to $10 million annually, depending on the State's housing market, the extent of litigation, and other factors affecting the creation and filing of documents. This report discusses revenue collection and expenditure, regional advisory services, the grants program, local government records bureau services, and activity in local governments. Recommendations and a concluding statement complete the report. A list of members of the New York State Local Government Records Advisory Council is appended. (DB)

ED 345 699 IR 015 508

Rezabek, Roger J.
Teleteaching Handbook: A Handbook for Teachers Using Microwave or ITFS Interactive Instruction. Revised 1990.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Closed Circuit Television; Communications Satellites; *Distance Education; *Educational Television; Elementary Secondary Education; Instructional Effectiveness; Interaction; *Teaching Methods; Two Year Colleges; Video Equipment

This handbook is designed for use by teachers engaged in interactive televised instruction in any of the following ways: via communications satellite reception, with student communication over telephone lines; via microwave systems, which allow two-way video and audio between sites; or via Instructional Television Fixed Service (ITFS), which is a low range broadcast signal usually incorporating one-way video for the teacher and two-way audio for voice interaction. The importance of student involvement, interaction, and participation elicited by the teacher in successful distance education is emphasized, and it is argued that teachers who will be using ITFS or microwave must feel comfortable in using the technology even though it has been shown that teachers who teach well in a televised learning situation are using the same educational techniques that have been proven effective in the regular classroom. In addition to a brief introduction, this handbook provides a discussion of distance learning and effective teaching as well as information on microwave and ITFS

Interactive Telecommunications System (IITS), the two-way audio/video communication technology that links classrooms at University of Alabama campuses in Birmingham, Huntsville, and Tuscaloosa. At the end of the questionnaire, students were invited to include personal comments. Seven factor dimensions resulted when related questionnaire items were combined; these were: Instructional Administration, Teacher, Room Coordinator, Course Judgment, Empathy, Motivation and Accomplishment, and Video Technology. Students found that classes were generally well-organized and fair in testing procedures. They showed quite a positive regard for their teachers, noting instructors' interest in the topic, professionalism, and expertise to be outstanding. In addition, students were satisfied with the way the room coordinators cooperated with teachers and operated the equipment. Participants thought they learned at least as much in their IITS class as they did in a regular classroom; they also were more likely to have positive feelings toward their distance education course than toward more traditional classes. Students perceived that teachers were interested in their progress and were attuned to how well class participants understood the course material. Students themselves possessed moderately high levels of motivation and saw their IITS classes as offering them both academic and professional advantages. Students were fairly neutral in their attitudes toward and involvement with the technology itself. Most found that using the equipment became more natural as time went on. A number of written comments expressed gratitude for the system itself and the course offerings. (A copy of the questionnaire is attached.) (Author/BBM)

ED 345 717 IR 015 600

Mandinach, Ellen B.; Cline, Hugh F.
The Impact of Technological Curriculum Innovation on Teaching and Learning Activities.
PUB DATE- Apr 92
NOTE- 43p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Computer Simulation; Computer Software; Course Content; Curriculum Development; *Instructional Effectiveness; Instructional Innovation; Intermediate Grades; Matrices; *Microcomputers; Middle Schools; Problem Solving; Secondary Education; *Systems Approach; *Teacher Role

This paper describes a theoretical perspective in which teacher performance and classroom procedures in technology-based settings can be observed and compared. The paper uses as an example the Systems Thinking and Curriculum Innovation Network (STACIN) Project, which implements a simulation-modeling software package as an analytic problem solving tool and instructional strategy. This perspective can be used to classify the different modes of adaptation that teachers use as they implement technological curriculum innovations in their classrooms. A conceptual matrix is proposed. The first dimension in the matrix corresponds to teachers' level of mastery of the technology. A continuum of four stages is proposed, but the progression is not expected to be linear or uniform. The second dimension corresponds to the type of preserving the technology that processes the videotapes. (13 references) (MAB)

ED 345 736 IR 054 035

Interactive Session: U.S. & Developing Countries. A 2-Way Street. Report of an Interactive Session held at the National Conference of Librarians and International Development (3rd, Corvallis, Oregon, April 28-30, 1991).
PUB DATE- Apr 91
NOTE- 18p.; The session was facilitated by James B. Henson.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Consultants; *Developing Nations; Foreign Countries; Higher Education; *Information Systems; Library Development; *Library Planning; *Long Range Planning; Needs Assessment; Special Libraries; User Needs (Information)
IDENTIFIERS- Indonesia; Jordan; Lesotho; Sudan

This working outline provides a detailed plan and background information for conference participants, who were assigned to assist the government and an institution in one of four developing countries in planning for the establishment and/or strengthening of a system's information capabilities over a 10-year period. These projects were: (1) the Eastern Islands Agricultural Education Project (Indonesia); (2) Library of the University of Jordan (Amman, Jordan); (3) Geological Survey Department Library (Maseru, Lesotho); and (4) Library of the Regional University of Kordofan (El Obeid, Sudan). Materials provided for each working group include a description of the project, an overview of the environment, the goals of the project, and a detailed outline of the preliminary plan of action, including the identification of the critical elements that will be necessary for the establishment, operation, and sustainability of the assigned library; an identification of the information needed and how it can be obtained; and an outline of the plan to be developed by that group. (MAB)

ED 345 737 IR 054 036

Lash, Jeffrey N.
Artifacts at the National Archives: A Summary of Past Practices, Present Uses, and Prospective Arrangements.
SPONS. AGENCY- National Archives and Records Administration, Washington, DC.
PUB DATE- 89
NOTE- 25p.; CIDS Research Paper. Faint type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Archives; *Cataloging; *Classification; Indexing; Information Storage; Preservation; *Records Management; *Storage; User Needs (Information)
IDENTIFIERS- *Artifacts; National Archives DC

This paper presents a summary of the policies and practices that have governed the accessioning and use of artifacts in the National Archives chiefly over the last decade, and it offers recommendations for the prospective relocation and utilization of artifacts at Archives II. The report is organized around three major headings: a treatment of the theoretical understanding of artifacts management at the National Archives;

awards is presented in this booklet. The information provided includes the name and address of the institution of higher education receiving the grant; the name, title, and telephone number of the project director; the number and level of fellowships; the amount of funding for FY 1991; the grant period; the grant number; the priority selected; and the project objectives. Seven tables present data on HEA Title II-B fellowship/traineeship funding history from 1966 through 1991, and a map of the states benefiting from this program since FY 1966 concludes the report. (BBM)

ED 345 755 IR 054 157

Fine, Beth, Comp.; Woolen, Viola, Comp.
Library Services for Indian Tribes and Hawaiian Natives Program: Review of Program Activities, 1990. Title IV, Library Services and Construction Act.
PUB DATE- Jun 92
NOTE- 60p.; For the 1989 activities review, see ED 330 344.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; *Construction Programs; Federal Aid; *Grants; *Hawaiians; *Library Acquisition; Library Extension; Library Facilities; *Library Personnel; Library Services; Public Libraries; Staff Development
IDENTIFIERS- *Library Services and Construction Act

THe Library Services for Indian Tribes and Hawaiian natives Program, Title IV of the Library Services and Construction Act (LSCA), supports public library services to Indians and Hawaiian Natives. Two types of grants--Basic Grants and Special Projects--encourage the development and improvement of public library services through selected project activities. All of these projects have one common goal: to develop and strengthen public library services in tribal communities facing various important disadvantages, such as the absence of adequate facilities, culturally significant books and documents, and trained librarians. This report provides information on the sixth year of funding (fiscal year 1990) of the Title IV programs. Overviews of both Basic Grants and Special Projects for the Indian Tribes are provided, and these are followed by the abstracts of the 13 projects. Information provided for each project includes the name and address of the grantee, the name and title of the project director, a summary of federal and tribal funding, the project period, and highlights of project activities. The name of the librarian is also provided for 10 of the projects. An overview of the Hawaiian Natives Program is followed by summaries of the eight projects supported by this program. It is noted that this program has continued to strengthen outreach programs, train library professionals, and augment specific resource collections appropriate to the cultural, historical, and informational needs of this group. Three appendices contain a list of tribes and awards by state and activities funded for FY 1990, a map of locations of special projects grants for FY 1985-1990, and a summary of special projects funding for FY 1985-1990. (BBM)

ED 345 756 IR 054 159

Stonehill, Robert M.
Myths and Realities about ERIC. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

General Education: A Focus for the 90's. The Foundation.
PUB DATE- 91
NOTE- 87p.; For related documents, see JC 920 249-251.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Committees; Community Colleges; *Core Curriculum; Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Curriculum Research; Educational Change; *General Education; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Bunker Hill Community College MA

In the fall of 1989, the president of Massachusetts' Bunker Hill Community College (BHCC) called for volunteers to serve on a General Education (GE) Task Force which would review the state of GE at the College. The task force conducted a literature search and surveys of BHCC faculty and students, as well as other community colleges. The result of the task force's efforts, along with those of the College's GE Review Steering Committee, was a report which launched BHCC's overall effort to reform its curriculum. In the fall of 1990, the entire college community was involved in providing insights concerning the report's findings and recommendations. Based on the input from all segments of BHCC, the Steering Committee prepared this revised report for the spring 1991 term. The report provides the followng sections: chapter 1 reviews the history of GE in the United States; chapter 2 defines key terminology used in the discussion of General Education and community colleges in the State of Massachusetts; chapter 3 presents the goals of GE at BHCC; and chapter 4 offers recommendations for the implementation of the GE program at BHCC. Appendixes provide the text of the 1990 Massachusetts Commonwealth Transfer Compact, a glossary, a GE review organizational chart, and a list of BHCC community participants in the GE review during the summer and fall 1990 terms. A 105-item bibliography is attached. (JMC)

ED 345 773 JC 920 249

General Education: A Focus for the 90's. BHCC Community Response to Summer 1990 Report on General Education.
PUB DATE- 91
NOTE- 58p.; For related documents, see JC 920 248-251.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; College Planning; Committees; Community Colleges; *Core Curriculum; Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Curriculum Research; Educational Change; *General Education; Questionnaires; Self Evaluation (Groups); Student Attitudes; *Teacher Attitudes; Two Year Colleges
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PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; College Planning; Community Colleges; Curriculum Development; *Educational Assessment; Educational Objectives; *Evaluation Methods; Faculty Development; *Policy Formation; *Self Evaluation (Groups); State Aid; *State Standards; Two Year Colleges
IDENTIFIERS- *Washington

In 1990, pursuant to the Washington community college system's request, the Washington state legislature appropriated additional funding to pursue assessment at the local college level as a way to address issues of institutional improvement. Each college submitted preliminary plans to the State Board for Community College Education (SBCCE) which gave the colleges feedback about their plans, providing suggestions for revisions and improvements where appropriate. Colleges were asked to follow a particular format in their final plans, addressing a series of questions designed to elicit a full and accurate picture of their 1990-91 assessment process. This report presents a compilation and summary of the assessment plans of all 27 colleges in the system. Each summary provides assessment liaison(s), and his/her phone number; a brief overview of self-defined highlights of the assessment plan; a listing of the broad goals, major activities, and significant questions being addressed in the current year; an indication of currently planned data collection efforts for 1990-91 not described earlier in the summary; and a description of the faculty development activities underway or planned as part of the overall assessment efforts. Appendixes provide 1990-91 guidelines for the institutional assessment of student learning, including a selected bibliography of 25 references; guidelines for the institutional assessment plans; and a fall 1990 status report on assessment incentive grant projects. (JMC)

ED 345 790 JC 920 270

Seppanen, Loretta
Assessment of Meeting Employer Needs and the Labor Market Experience of Job Upgrading and Retraining Students in Washington Community Colleges. A Baseline Report. Operations Report No. 91-3.
PUB DATE- Jun 91
NOTE- 65p.; This report is based primarily on the dissertation research and analysis performed by Nancy Borton and Walt Nolte.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Vocational Education; *College Role; Community Colleges; Continuing Education; *Educational Needs; Employer Attitudes; Financial Support; Interviews; *Job Training; *Labor Force Development; Needs Assessment; Occupational Surveys; *Off the Job Training; Questionnaires; *Retraining; State Surveys; Student Attitudes; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Washington

In 1991, the Washington State Board for Community College Education conducted a study to determine the strengths and shortcomings of Washington community colleges' efforts to provide upgrading and retraining for employed workers. Data were derived from four separate studies conducted in 1990, including a survey of 1,151 employed students at eight colleges, summaries of focus groups and structured interviews, an analysis of community college enrollment data, and a survey

(Program/Project Descriptions) (141)
DESCRIPTORS- *College Credits; College Role; *College Transfer Students; Community Colleges; Definitions; *Educational Mobility; Higher Education; Prior Learning; *Research Methodology; *Research Problems; Transfer Policy; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Center for the Study of Community Colls CA; *Transfer Rate

Inconsistencies in the definition of transfer from two-year to four-year institutions and in the calculation of the transfer rate have given rise to incongruous findings. For example, one researcher in 1989 reported a transfer rate of less than 12% for the colleges in Illinois at the same time that the Chancellor's Office of the California Community Colleges found a transfer rate exceeding 42% for the California colleges. Taking into account imperatives based upon the enrollment and transfer patterns of the colleges' heterogeneous student body, a consistent transfer indicator can be achieved by defining potential transfer students as all those entering in a given year who have no prior college experience, who stay at the community college long enough to complete at least 12 college-credit units, and who take one or more classes at the university within 4 years after original college entry. During fall 1989, the Center for the Study of Community Colleges (CSCC) invited researchers from a broad sample of community colleges nationwide to provide data according to this definition, and 47 institutions from 16 states complied. The study revealed that just under 50% of the students entering with no prior college experience in the Fall of 1984 had completed 12 or more units within the ensuing 4 years. Of that group, 23% had taken classes at a university. In 1990, CSCC again asked the colleges to provide data on their transfers, and 68 complied; 48% of the students entering in fall 1985 with no prior college experience had earned at least 12 credits, and 24% of them had transferred. (JMC)

ED 345 807 JC 920 291

Palmer, James
What Do We Know about Transfer?
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Apr 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Educational Mobility; Higher Education; Literature Reviews; Longitudinal Studies; National Surveys; *Research Needs; *Research Problems; Research Reports; State Surveys; Transfer Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Transfer Rate

A small number of studies conducted during the 1980's provide insights into the magnitude of transfer activity and the characteristics of students who are likely to transfer. The studies, based occasionally on state data and more frequently on secondary analyses of the U.S. Department of Education's longitudinal databases, reveal that: (1) transfer rates for entering community college students range from 20% to 29%; (2) men are more likely to transfer than women; (3) minority students are less likely to transfer than white students; (4) students from relatively high socioeconomic backgrounds are more likely to transfer than those from relatively low

(143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Persistence; *College Outcomes Assessment; Community Colleges; School Demography; *School Holding Power; School Statistics; *Student Characteristics; *Student Educational Objectives; *Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Arrowhead Community College Region MN

An overview of Minnesota's Arrowhead Community College Region's (ACCR's) comprehensive student outcomes program is provided in this annual research report, reviewing activities and data for the 1990-91 academic year. First, introductory material discusses the national movement to measure institutional effectiveness, ACCR's efforts to assess both institutional and learner outcomes, the research reports prepared as part of this effort, and the scope and purpose of this annual report. Next, part 1 analyzes student success and retention data for the seven Arrowhead colleges, focusing on student enrollment trends since 1986, student tracking procedures for fall 1989 and fall 1990 cohorts, retention figures, grade point averages, credits attempted and completed, college transfers, graduates and degrees, and developmental education. Among the findings included in this section are that while only 35.1% of all students enrolling in 1989 had completed two academic years of college, 50.5% of full-time students were retained. Student assessment is addressed in part 2 which provides a summary of data gathered from the Computerized Testing and Placement Program (CAPP), covering general information on student characteristics, as well as students' educational background, college plans, and recommended placement. An appendix, which constitutes the bulk of the report, consists of detailed tables which provide data aggregated by ACCR member colleges (i.e., Duluth, Fond du Lac, Hibbing, Itasca, Mesabi, Rainy River, Vermilion), as well as for the community college region as a whole). (JSP)

ED 345 824   JC 920 310

Von Wald, Stephen C.
The Student Survey Report, Spring 1992.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; College Attendance; Community Colleges; Dropout Attitudes; Dropout Characteristics; Dropout Research; *Dropouts; Multicampus Districts; School Holding Power; Stopouts; *Student Attrition; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- *Arrowhead Community College Region MN

In winter 1992, a survey was conducted by the Arrowhead Community College Region (Minnesota) to determine why nonreturning full-time students had failed to return to Arrowhead colleges. A questionnaire was mailed to all fall 1991 nonreturning students, followed by a second mailing two weeks later to all non-respondents. Of the 421 nonreturning students surveyed, 232 responded. Study findings, based on a 55% response rate, included the following: (1) 52.6% of the respondents indicated that they had entered college intending to earn a degree; (2) 23.3% had planned to transfer before earning a degree, 18.1% after earning a degree, and nearly one-half were not sure or their responses to the program, and all the speakers responded to questions from the audience. (BC)

ED 345 841 PS 020 504

McMahon, Agnes; Wallace, Mike
Planning for Development in Multiracial Primary Schools.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Development; *Educational Innovation; *Educational Planning; Elementary Education; *Elementary Schools; Foreign Countries; Parent School Relationship; Principals; *Racial Factors
IDENTIFIERS- *England; Local Education Authorities (United Kingdom); *Multiracial Education

This paper reports the findings of research on the plans of multiracial primary schools in England to implement a series of innovations in the educational system. The Education Reform Acts of 1986 and 1988 instituted innovations which included: (1) a national curriculum; (2) nationally imposed salaries; (3) a national teacher appraisal scheme; (4) school budgets for staff development; and (5) monitoring of school performance. The research involved interviews with 22 Local Education Authority personnel about innovations being implemented in the schools, and interviews with 24 headteachers about a range of issues connected with development planning. The findings revealed that planning for change occurred alongside the planning that was required to maintain existing practice, and that the most significant factor affecting development planning was the large number of innovations that the schools were addressing. One of the main values of the development planning in most schools was the focusing of staff on shared priorities. Headteachers played a key role in the process of development planning, while the role of schools' governing bodies was a minor one. In general, school staff sought to inform parents about developments rather than gather their views beforehand. Several hypotheses about current development planning are suggested and recommendations for policymakers and school practitioners are offered. Nine references are cited. (BC)

ED 345 842 PS 020 505

Katz, Lilian G.
Visions of the Future of NAEYC and Early Childhood Education.
PUB DATE- 29 Apr 92
NOTE- 19p.; Based on a paper presented at the Annual Leadership Conference of the National Association for the Education of Young Children (Washington, DC, April 9-12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Advocacy; *Early Childhood Education; *Futures (of Society); Governing Boards; Group Dynamics; Leadership; *Organizational Objectives; *Professional Associations; Public Opinion; *Young Children
IDENTIFIERS- *National Association Educ of Young Children

communications; and (9) popular participation. The symposium produced a "vision statement" on women, children, and nature. Appended materials include the symposium agenda; abstracts of papers and case studies presented at the symposium; and a list of symposium participants. (BC)

ED 345 858   PS 020 556

Tingling-Clemmons, Michele
Breakfast: Don't Start School without It! A School Breakfast Campaign Kit.
SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.
PUB DATE- 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Breakfast Programs; Child Health; Childrens Rights; Elementary Secondary Education; *Federal Legislation; Hunger; *Learning; Marketing; *Nutrition; Program Implementation; Program Improvement; Questionnaires; State Federal Aid; *State Legislation

In 1975, Congress established the School Breakfast Program, which gives federal funds to help schools provide morning meals to children. The Food Research and Action Center has worked to increase the number of schools participating in the program. This document is a handbook for organizing a school breakfast program at the local level. Chapters in the text: (1) present suggestions on organizing or expanding breakfast programs and contain factsheets about such programs; (2) review federal legislative initiatives on child nutrition and state regulations covering breakfast programs; (3) contain surveys and data sheets for collecting information about factors related to the implementation of school breakfast programs in local communities; (4) discuss the relationship between nutrition and learning, and children's right to receive school meals; (5) list facts that answer commonly asked questions about school breakfast programs; (6) list organizations that have endorsed campaigns to end childhood hunger and to expand the national school breakfast program; (7) offer suggestions on marketing a breakfast program; and (8) present results of two surveys concerning the effects of eating breakfast on students' feelings and behavior at school. (BC)

ED 345 859   PS 020 557

Sagawa, Shirley; Campbell, Nancy Duff
1992 Tax Relief Proposals: A Small Return for Women and Children and Questions and Answers about the Earned Income Credit and the Child and Dependent Care Credit.
PUB DATE- 3 Mar 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; Family Characteristics; Federal Legislation; *Finance Reform; *Low Income Groups; *Tax Credits
IDENTIFIERS- Tax Equity

Several tax proposals before the U.S. Congress in 1992 are intended to provide relief to middle-income families. This

IDENTIFIERS- Cook Books; Northwest Territories; *Recipes (Food)

This profusely illustrated book of recipes encourages the use of foods in children's learning activities, especially foods that are harvested in the Northwest Territories of Canada and that play a role in health maintenance. The activities described also provide an opportunity for children to experience new foods. Introductory material includes information on ways for parents or teachers to use the book to provide cooking instruction to children and a sample recipe lesson. Sections in the book cover: (1) beverages; (2) soups; (3) bread, cereal, and pasta; (4) milk; (5) meat, fish, and fowl; (6) eggs; (7) fruits and vegetables; (8) cakes, cookies, and desserts; (9) preserves and candies; and (10) international dishes. Each section contains a series of recipes illustrated with line drawings of ingredients, utensils, etc.; descriptions of related learning activities; and a reference list. (BC)

ED 345 877 PS 020 632

Muskox Milk, Ptarmigan Pie and Other Northern Delicacies (Kids Can Cook): Guide to Parents and Teachers.
PUB DATE- 92
NOTE- 27p.; For companion volume of "Recipes and Related Activities," see PS 020 631.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Cooking Instruction; Early Childhood Education; *Foods Instruction; Foreign Countries; Hygiene; *Learning Activities; Metric System; *Nutrition; Safety; Young Children
IDENTIFIERS- Northwest Territories

This guide for parents and teachers encourages the use of foods in children's learning activities, especially foods that are harvested in the Northwest Territories of Canada and that play a role in health maintenance. The activities also provide an opportunity for children to experience new foods. Sections in the guide discuss: (1) nutrition, especially as it relates to young children; (2) information on foods available in northern latitudes; (3) the use of metric measurements in cooking; (4) the relationship of cooking activities to children's development; (5) items needed for beginning cooking activities with children; (6) the organization of a cooking program; (7) safety and hygiene; and (8) the funding of cooking programs. The guide also includes a recipe for chocolate chip cookies and a table of baking times and temperatures for various foods. Numerous black and white line drawings illustrate the guide. (BC)

ED 345 878 PS 020 636

Riley, Mary Tom
A Quick Study: Child Growth and Development Handbook. SHAPES.
SPONS AGENCY- South Plains Community Action Association, Lubbock, TX.; Texas State Dept. of Human Services, Austin.
PUB DATE- 91
NOTE- 83p.; For other books in this five-book series, see PS 020 637-640.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

programming. Education and service providers can contribute to the understanding of diversity in Appalachia by conducting in-depth analysis of different social systems within the region. (LP)

ED 345 895 RC 018 670

Native American Public Broadcasting Consortium Catalog of Programming 1992-93.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indian History; *American Indians; *American Indian Studies; *Audiovisual Instruction; Elementary Secondary Education; Higher Education; Multicultural Education; Program Descriptions; *Programing (Broadcast); *Telecommunications
IDENTIFIERS- Native Americans; *Native American Studies

This catalog describes over 100 telecommunication programs offered through The Native American Public Broadcasting Consortium (NAPBC). The NAPBC is a nonprofit organization whose mission is to produce and encourage the production and successful use of quality public telecommunication programs by and about Native Americans. Indices to audio visual programs and broadcast programs categorize programs into the following subject areas: (1) arts; (2) ceremony; (3) children; (4) economy; (5) education; (6) food; (7) history; (8) lifestyle; and (9) multicultural relations. Eight Native American producers are featured in brief biographies. Program descriptions include program title, length, producer and year produced, rental fees or sale price, and an annotation. A complete listing of prices for each program and an order form are included. A Native American Public Broadcast Consortium membership application form is also provided. (LP)

ED 345 896 RC 018 671

Brose, David A.
Cultural Democracy, Folk Schools and Community Development: Some Ethical and Philosophical Issues.
PUB DATE- 91
NOTE- 6p.; Paper presented at the Appalachian Studies Conference (Berea, KY, March 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Journal Articles (080)
DESCRIPTORS- *Cultural Education; Democratic Values; *Educational Change; *Folk Schools; Heritage Education; *Multicultural Education; Postsecondary Education; *School Community Relationship
IDENTIFIERS- *John C Campbell Folk School

Folk and settlement schools have served predominantly Anglo-American constituents and have focused upon Anglo-American and western European traditions. The John C. Campbell Folk School (JCCFS) was founded in southwestern North Carolina in 1925. The school's founder, Olive Dame Campbell, was considered progressive in her time in desiring to serve "all that is native and fine" in the indigenous cultural community. However, the decades of cultural movement and change that have intervened since then have given a new basis for today's strivings toward cultural diversity, so that it is only fitting to respond. One model is classwide peer tutoring, which has proved effective in increasing the academic performance of students with mild disabilities both in general and self-contained classrooms. Classwide peer tutoring actively involves an entire class of varying ability levels and provides immediate feedback to all students simultaneously. Some of the strategies that help make peer tutoring work in the classroom are providing feedback, supervising, training tutors, and using the technique regularly. Some problems involved in implementing classwide peer tutoring include the need to settle minor disputes, check student point calculations, and develop student materials. Topics for future research are outlined. (21 references) (JDD)

ED 345 460 EC 301 221

Kelso, Rose-Anne; Price, Sue
Activities for Babies and Toddlers with Down Syndrome: A Physiotherapy Approach.
PUB DATE- 88
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; *Downs Syndrome; Foreign Countries; Human Posture; Infants; Interaction; Interpersonal Competence; Motion; *Motor Development; *Movement Education; Object Manipulation; Perceptual Motor Coordination; *Physical Therapy; Preschool Education; *Psychomotor Skills; Skill Development; Social Development; Stimulation; Toddlers
IDENTIFIERS- Australia

Children with Down Syndrome have the potential for the development of a large range and variety of postures, balance reactions, movements, and skills. Sometimes this potential remains relatively untapped resulting in unusual, inefficient, or even detrimental patterns of movement. By handling and playing with the child, he or she becomes more aware of his body, social environment, and physical environment, and their relationship to each other. This book presents activities selected to meet the specific needs of a child with Down Syndrome. The activities may be adapted and modified to become part of the normal daily handling of and interaction with the baby. No age limit is applied to any of the activities as there is a wide age range in the achievement of all babies. Following an outline of basic physiotherapy principles, a section titled "What To Do First" discusses carrying the baby, feeding, increasing awareness, head control, rolling over, picking up, and social interaction. The next section, "When Baby Is Older," covers the same activities while keeping in mind the more advanced stage of the baby's development and his or her larger size, and also covers fine motor activities. "The Pre-Toddler Stage" suggests activities for feeding, sitting, balancing in sitting, preparing for crawling, preparing for standing and walking, fine motor activities, and social interaction. The final section, titled "Time for Coordination," focuses on sidestepping, walking forward, climbing down, increasing awareness, fine motor activities, and social interaction. (JDD)

ED 345 461 EC 301 222

Ashman, Adrian F., Ed.

Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indians; Clinical Diagnosis; *Disabilities; *Evaluation Methods; Instructional Materials; Postsecondary Education; *Psychological Evaluation; Referral; Videotape Recordings; *Vocational Evaluation; Vocational Rehabilitation

This collection of handouts is designed to accompany a 2-hour videotape on assessment strategies for American Indian vocational rehabilitation clients. The videotape covers what assessment is, who should be referred for assessment, types of assessment, types of referrals (psychological, vocational, and educational), and how report findings can be fully utilized. The handouts include a multiple-choice quiz, an outline of the videotape content, critical factors to consider in the vocational evaluation process, overview of some common disability traits, vocational assessment devices useful with American Indian clients, diagnosis of psychological disorders, and a paper by Kevin Horan and Daniel C. Cady from the "Arizona Counseling Journal" titled "The Psychological Evaluation of American Indians." (JDD)

ED 345 479 EC 301 241

Saravanabhavan, R. C.
The Fundamentals of Vocational Rehabilitation: A Guide for VR Counselors Working with American Indian Clients.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 171p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alaska Natives; *American Indians; Definitions; *Disabilities; Evaluation Methods; Federal Legislation; Federal Programs; Federal Regulation; Federal State Relationship; Government Role; Interviews; Organizations (Groups); Outreach Programs; *Program Administration; Program Development; *Rehabilitation Programs; Resources; Social History; State Programs; *Vocational Rehabilitation
IDENTIFIERS- Americans with Disabilities Act 1990; Case Management; Rehabilitation Act 1973

This guide summarizes the important aspects of the history, organization, and process of vocational rehabilitation of American Indian/Alaska Native clients. Specific units cover: (1) history of the state-federal vocational rehabilitation program; (2) organization and administration of rehabilitation programs; (3) fundamentals of vocational rehabilitation and related programs; (4) case management; (5) outreach; (6) the intake interview; and (7) assessment and planning. Three glossaries explain terms related to rehabilitation legislation, vocational rehabilitation, and functional limitations. Appendixes provide a report by Mary F. Smith of the Congressional Research Service titled "Vocational

ED 345 500 FL 019 654

Goza, Franklin
Language Acquisition among Southeast Asian Refugees in the United States.
PUB DATE- 90
NOTE- 18p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Acculturation; Comparative Analysis; *Educational Background; *English (Second Language); *Ethnic Groups; Language Research; *Refugees; Second Language Learning; Sex Differences; Sociocultural Patterns; *Time Factors (Learning)
IDENTIFIERS- *Southeast Asians

A study examined national data on the English language proficiency of Southeast Asian refugees at the time of their arrival (after 1975) in the United States and again in 1983. Information from an annual refugee survey was also used. Comparisons were made for: (1) different ethnic groups (Vietnamese, Chinese, Hmong, Khmer, Lao, and other) and gender subgroups; (2) refugees having American family, congregational, relative, ethnic non-relative, or other specific sponsorship in the United States; (3) region of residence; and (4) attendance in U.S. schools. A table indicates the 1983 percentages of each ethnic group's gender subgroup speaking English at each of four proficiency levels, and the mean proficiency level for each subgroup. Results show that while linguistic acculturation occurred for all refugee subgroups, the rate varied considerably by subgroup and may peak at lower levels for some. Refugees with American family sponsors demonstrated the highest rate of acquisition, and higher improvement rates were found among individuals with some U.S. schooling. It is concluded that various social factors were related to English language improvement among refugees. A 13-item bibliography is included. (MSE)

ED 345 501 FL 019 655

Crow, Cheney
Reflection of a Phonologically-Mixed Environment in Early Speech.
PUB DATE- 90
NOTE- 15p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Bilingualism; Case Studies; *Child Language; Code Switching (Language); English; French; *Infants; *Language Acquisition; Language Research; *Phonology; Portuguese; Second Language Learning; *Speech; Uncommonly Taught Languages; Verbal Development

A case study analyzed the babbling and speech production of an infant, aged 20 to 24 months, whose family members spoke Portuguese, English, and French interchangeably. Focus was on vowel production, choice of lexicon, and the relationship between babbling and speech in the interaction of his languages. The child's utterances were recorded in interactions with family together, with each family member individually, with monolingual English-speaking children, and alone in his room. Results indicate a shift from English to French over the 4-month period. The lexicon included 24 words at 20 months and stimuli of interest to the researcher. There are several computer-based analysis and synthesis techniques, or vocoders, that make different assumptions about the speech production and reception mechanisms. These include: (1) the channel vocoder, which uses filter banks to split the speech spectrum into discrete frequency ranges measured often enough to keep up with speaker's articulation rate; (2) the homomorphic vocoder, which derives source and vocal tract parameters from the spectrum signal alone; (3) the linear predictive coding vocoder, which generates the speech signal in a manner similar to the two previous vocoders, but measures the vocal tract by fitting the speech waveform in some interval to the output waveform of a linear filter; and (4) the sinusoidal transform coding vocoder, which, rather than treating the sound source as a periodic pulse train or noise signal, characterizes it as a sum of sinusoidal waves that vary with respect to one another. (MSE)

ED 345 521 FL 020 216

Hart, Robert S.
Current Trends in Computer-Based Language Instruction.
PUB DATE- 87
NOTE- 14p.; For the journal as a whole, see FL 020 212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Applied Linguistics; *Authoring Aids (Programing); Classroom Techniques; *Computer Assisted Instruction; *Computers; *Courseware; Educational Trends; *Error Analysis (Language); *Feedback; Grammar; Instructional Development; Language Processing; Second Language Instruction; Second Language Learning; Teacher Developed Materials; Trend Analysis; Word Processing

A discussion of computer-based language instruction examines the quality of materials currently in use and looks at developments in the field. It is found that language courseware is generally weak in the areas of error analysis and feedback, communicative realism, and convenience of lesson authoring. A review of research under way to improve lesson quality suggests preferred solutions in each of these areas. In the case of error analysis, where feedback is important to effective and efficient learning, the best hope for systematic, grammar-sensitive error analysis seems to be based on parsing techniques borrowed from natural language processing. Communicative realism can be enhanced by both simulation designs and interactive video, even though materials using the approaches are still rather crudely designed. Finally, a promising approach to convenient lesson authoring involves adaptation of word processing techniques to create analogies with textbook authoring. A brief list of references is included. (Author/MSE)

ED 345 522 FL 020 217

Mulligan, Patricia A.; Bitter, Gary G.
Microcomputer Feedback to the Student/Learner.
PUB DATE- 87
NOTE- 18p.; For the journal as a whole, see FL 020 212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Applied Linguistics; Computer Assisted Instruction;

commercial, and scientific represtnatives in the U.S. translators must be capable of expressing in the target language ideas formulated by someone else in the source language, requiring knowledge of subject-specific terminology, awareness of style and grammar, regional language, and nuances and idiomatic expressions. Translation courses are increasingly available in colleges and universities. Qualifications recommended for translators in the current market include subject-matter specialization, high target language proficiency, highly-developed writing skills, broad and varied language training, and periodic professional continuing education. Need for translation exists most commonly in advertising, commercial information-gathering, business communication, scientific and professional journals, and scholarly writing. (MSE)

ED 345 541 FL 020 301

Gambhir, Vijay; And Others
Hindi Proficiency Guidelines.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Difficulty Level; Evaluation Criteria; *Hindi; *Language Proficiency; *Language Skills; Second Language Instruction; Uncommonly Taught Languages

The Hindi language proficiency guidelines are based on the 1986 generic ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. They represent a hierarchy of global characterizations of integrated performance in four skill areas (speaking, listening, reading, and writing) in Hindi. The guidelines for each skill area provide a description of linguistic behavior from the novice level (beginner) to superior or distinguished level (full professional competence). Descriptions for each level become increasingly complex in functions, contents, and accuracy. They are not based on a particular linguistic theory or pedagogical method, and do not measure achievement in a particular language course. While intended primarily for assessment purposes, the guidelines can also be used for setting short- and long-term instructional goals. (MSE)

ED 345 542 FL 020 329

Cazden, Courtney B.
Language Minority Education in the United States: Implications of the Ramirez Report. Educational Practice Report: 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; Comparative Analysis; *English (Second Language); *Immersion Programs; Instructional Effectiveness; *Limited English Speaking; Parent Participation; Program Design; *Program Effectiveness; Teacher Qualifications;

"Children's Classroom Creations"; "ERIC: An Update on Valuable Information"; "Ferndale Builds Foreign Language Competence in Grades 1 through 12" (Lynn Haire); and "Changing Negative Perceptions of Foreign Languages" (Paula K. Strupeck). Conference summaries, book reviews, and professional notes and announcements are also included in each number. (MSE)

ED 345 560 FL 020 384

Newsham, G. S.
Sex, Ecology, and the Epicene.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Context; Diachronic Linguistics; *Ecology; *English; Environmental Influences; Foreign Countries; *Grammar; *Language Patterns; *Language Planning; Pronouns; Sex
IDENTIFIERS- *Gender (Language)

The concept of gender in language encompasses three ideas: (1) sex, or classification as masculine, feminine, or neuter; (2) epicene, a proform (substitute word) whose referent is masculine or feminine; and (3) ecology, the relationship between organisms and their environment. Gender classification in language indicates that original speakers of the language divided phenomena into classes based on some criteria, varying widely with language group. English has a gender system based on the animate/inanimate distinction, even though this classification is inconsistent with current understanding of the natural environment. We could revise the gender classification system so all things in nature take the pronoun "who," and the singular and plural epicene pronoun would be "they." The only additional adjustment would be a change in restrictive/nonrestrictive pronoun use. Just as feminists have engineered some changes in language use to make people revise their views of men's and women's roles in society, ecologists could work toward changing the English language to reflect a new concern, that of a healthy relationship between humans and the rest of the world. Gender classifications are an expression of a deep cultural reality inherited from the past, and it is argued that this should not influence the understanding of the present. (MSE)

ED 345 561 FL 020 387

Adamsky, Carol; Morris, Joyce
Pictionary Perfect.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Students; Classroom Techniques; *Computer Assisted Instruction; Computer Literacy; Computer Oriented Programs; *Desktop Publishing; *English (Second Language); *Games; Heterogeneous Grouping; Junior High Schools; Research Skills; Second Language Instruction; *Vocabulary Development
IDENTIFIERS- *Pictionary Perfect

A classroom language learning exercise, Pictionary Perfect, is described and documented. With this game, junior high school English-as-a-Second-Language (ESL) and bilingual students create illustrated dictionaries with a desktop publishing

Development; Thinking Skills
IDENTIFIERS- *Semantic Webbing

In response to low reading scores among first grade students of English as a Second Language (ESL) in one inner-city school, the teaching techniques of semantic webbing and brainstorming were used to improve student reading skills. Subjects were eight first grade ESL students. Pretests were administered to assess student levels of reading comprehension and critical thinking. Students then participated in semantic webbing activities where brainstorming techniques were taught and encouraged. After 12 weeks, a posttest was administered. Results indicate that 87% (seven of the eight students) improved reading comprehension, but only one student's score improved by the suggested criterion of 50%. One student's scores dropped. These results were attributed to the fact that English was the students' second language and that students most often spoke Haitian Creole among themselves. Some behavior changes were observed, including improved skills in critical thinking, increased brainstorming for problem-solving, better interpersonal communication and use of positive challenges, and application of thinking skills to other subjects. These indicate that the technique was somewhat effective. Pre- and posttests and results are appended. (MSE)

ED 345 580 FL 020 420

Taylor, Sylvia B.
A Grass Roots Approach to Addressing the Dropout Rate for High School ESL Programs.
PUB DATE- Dec 91
NOTE- 131p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Dance Education; *Dropout Prevention; *English (Second Language); *Folk Culture; High Schools; Hispanic Americans; Instructional Effectiveness; Language Skills; Limited English Speaking; School Holding Power; *Second Language Programs; Skill Development; *Student Participation
IDENTIFIERS- *Square Dancing

As part of a practicum, an intervention to reduce the attrition rate of English-as-a-Second-Language (ESL) students was developed and implemented. The 12-week program consisted of direct instruction in English to limited-English-speaking students in conjunction with a cultural activity, the learning of two American square dances. The target group was Hispanic students in a large metropolitan high school. Subjects were 23 students in a self-contained class that met 4 hours a day. The program was voluntary for students deficient in English credits. In addition to standard English usage instruction, students were led in physical exercises and given practical experience in following certain verbal instructions for dancing. Results include the following: (1) 100% student retention; (2) a 17% increase in test scores for 65% of the students; and (3) 100% participation in the final exhibition of dance skills. Only the second criterion fell short of the original objective; the others were exceeded. Implementation procedures for this experiment will be shared with other ESL teachers in the school district. The school district's immersion English instruction plan, pre- and posttests, test results, course materials, and dance instructions are appended. (MSE)

ED 345 581 FL 020 421

Retention.
PUB DATE- 23 Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Freshmen; College Preparation; Data Analysis; Higher Education; *Individual Development; Longitudinal Studies; Program Evaluation; *Student Development; *Student Improvement
IDENTIFIERS- Tennessee

This paper reports on research that examined longitudinal data on students entering Tennessee Board of Regents institutions of higher education after the implementation of a state-mandated developmental studies program. The program identifies and helps at-risk students to persist in college to graduation. Data analysis is presented from a 1986 cohort of 16,611 entering freshmen, studied over a 3-year period. The primary focus of the study is whether the developmental studies program helps retain students who are underprepared. Conclusions on the following questions are presented based on the study data: (1) How many students are underprepared? (2) Are the placement tests functioning well? (3) How do the rates of retention compare for students who placed in developmental courses and for students who placed in college courses? (4) At what rate do students pass college mathematics if they placed directly in college mathematics as compared to being placed in and completing developmental mathematics first? (5) How do pass rates compare for developmental and college level students when they enroll in college English or a college social science course? and (6) At what rates are developmental and college level students graduating? Contains 11 references. (GLR)

ED 345 601 HE 025 491

Proceedings of the National Symposium on Strategic Higher Education Finance and Management Issues (Washington, D.C., February 24-25, 1991).
SPONS. AGENCY- College Board, New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 232p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administration; Educational Economics; *Educational Finance; Educational Quality; *Expenditures; *Financial Problems; Higher Education; Inflation (Economics); Meetings; Money Management; Paying for College; Postsecondary Education; *Student Costs; Trend Analysis; *Tuition

This publication presents the proceedings of a symposium that brought together the people who create the agenda for higher education with the aim of determining the financial and managerial direction of colleges and universities into the 1990s. General topics covered are the following: (1) financial challenges facing higher education; (2) financing higher education in the 1990s; (3) tuition pricing; (4) current research on reducing institutional cost structures; (5) financial implications of demographic trends; (6) prognosis for federal financing of higher education; and (7) productivity.

documentation; and (6) a tenure system and a faculty ranking system be in existence as pre-conditions for the incentive pay system. Recommendations were that the system should be adopted by the BOT for a probationary period of 1 year, after which an evaluation would be conducted, the results of the evaluation and the review would be disseminated, and the feasibility of other nonmonetary reward systems would be investigated by the faculty. Appendices describe the faculty evaluation system, the faculty ranking and promotion system, and the incentive pay system. Contains a 38-item bibliography. (GLR)

ED 345 620   HE 025 515

Hearing on H.R. 2336, The Income-Dependant Education Assistance Act and H.R. 3050, The Self-Reliance Scholarship Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 6 Feb 92
NOTE- 351p.; Serial No. 102-90. Portions contain small marginally legible print. For related document, see HE 025 516.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Credit (Finance); Educational Legislation; Eligibility; *Federal Legislation; Hearings; Higher Education; Income Contingent Loans; *Loan Repayment; Paying for College; *Policy Formation; Postsecondary Education; Public Policy; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Congress 102nd; Internal Revenue Service; Proposed Legislation

This document presents hearing testimony and prepared statements, letters, and supplemental material concerning the use of the United States tax collection system for collecting postsecondary education student loans and developing a repayment system that is income-sensitive. Among those presenting testimony are the following: Michael S. Bigelow, Deputy Assistant Commissioner, Returns Processing, Internal Revenue Service; New Jersey U.S. Senator Bill Bradley; Connecticut U.S. Representative Sam Gejdenson; Stacey Leyton, Vice President, United States Student Association; and Illinois U.S. Senator Paul Simon. Those individuals presenting prepared statements and other material include the following: Minnesota U.S. Senator Dave Durenberger; Pennsylvania U.S. Representative Joseph M. Gaydos; Jerry Davis, Vice President, Research and Policy Analysis, Pennsylvania Higher Education Assistance Agency; Connecticut U.S. Senator Joseph I. Lieberman; and Joseph A. Russo, Director of Financial Aid, University of Notre Dame (Indiana). In addition, prepared information was submitted by a professor, financial aid directors, an education consultant, and representatives from the American Association of Community and Junior Colleges and the Coalition of Higher Education Assistance Organizations. Included are the texts of Senate Bill 1845 entitled "Financial Aid for All Students Act of 1991" and House of Representatives bills 3050 and 2336. (GLR)

ED 345 621   HE 025 516

Federal Direct Student Loans. Hearing before the Committee on Labor and Human Resources. United States Senate. One Hundred Second Congress, Second Session on S.2255 To Amend Part D of Title IV of the Higher Education Act of 1965 To Provide for Income Dependent Education Assistance.
PUB DATE- 25 Feb 92

and dates. The workshop opened with a short get-acquainted session and a keynote speaker who addressed the pervasive effect of culture. There followed an international student discussion group which provided an opportunity for students to share their concerns and experiences. Next a role-play video was presented which portrayed three vignettes in library communication and mis-communication in asking for reference librarians' assistance. Discussion of the three situations followed, and groups developed practical solutions to issues discussed. Participants' evaluations of the workshop were positive. The attendance indicated the obvious need for such an event and the enthusiasm of the participants led to free exchange of ideas. (JB)

ED 345 639 HE 025 534

Crawford, Clarence C.
Intercollegiate Athletics: Revenues and Expenses, Gender and Minority Profiles, and Compensation in Athletic Departments. Testimony. Subcommittee on Commerce, Consumer Protection, and Competitiveness, Committee on Energy and Commerce, House of Representatives.
PUB DATE- 9 Apr 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Athletic Coaches; *Black Colleges; Blacks; *College Athletics; *Compensation (Remuneration); *Expenditures; Higher Education; *Income; *Intercollegiate Cooperation; Minority Groups; Racial Differences; Salaries; Sex Differences
IDENTIFIERS- *National Collegiate Athletic Association

This publication presents the testimony of Clarence C. Crawford, the Associate Director of Education and Employment Issues for the Human Resources Division of the General Accounting Office (GAO). The testimony deals with the finances of the National Collegiate Athletic Association (NCAA) and its member schools, gender profiles in schools' athletic department positions, and minority hiring within athletic departments. The testimony covers the NCAA's revenues and expenses; Division I-A schools' revenues and expenses; gender profile; average compensation, additional benefits, and average outside income received by personnel in athletic positions in historically black schools and other schools; and a comparison of compensation for women and men coaching women's basketball. Findings include the following: (1) the NCAA had revenues of $152.5 million and expenses of $151.3 million for the 1990-91 year; (2) the largest revenue source was television fees and the largest expense was the distribution of revenue to member schools ($79.2 million); (3) men more frequently held the positions of athletic director, head football coach, and men's head basketball coach, while women more often held positions as head of women's programs; and (4) average compensation and income from sources outside the school varied considerably for athletic department positions, with average earning usually lower for athletic personnel at historically black schools. (JB)

ED 345 640 HE 025 535

Leach, Michael D.
Crime on Campus. Annual Report: August through December--1989.
PUB DATE- Jan 90
NOTE- 32p.; For the 1990 annual report, see HE 025 536.

Barrett, Leverne A.
Implementing An Institutional Change Model for Rewarding Teaching At Research-Oriented Universities. A Paper for the Symposium: Achieving Parity in Reward Structures for Teaching at Research Institutions.
PUB DATE- 23 Apr 92
NOTE- 8p.; Paper presented at the American Educational Research Association Meeting (San Francisco, CA, April 20-22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Evaluation Methods; Higher Education; Incentives; *Merit Rating; Program Development; Program Implementation; *Recognition (Achievement); Research Universities; Rewards; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *University of Nebraska Lincoln

This paper describes the development and implementation of a teacher reward system based on merit that was used at the University of Nebraska. Explained are the organizational set-up of the program into operational groups and their responsibilities and the steps taken to establish interest and commitment in the project. Also discussed is the determination of what to reward and the evaluation mechanisms, such as peer evaluations and classroom observation by trained observers, that are being encouraged. It is noted that thus far, a renewed interest in teaching among faculty and administrators has developed, teaching initiatives are being started, and institutional problems with the reward system structure are being identified and solved. The model used for rewarding teaching has been found to be effective. The program is planned for continued use and development by the 28 school departments now using it, and preparations are underway to assist other universities (18 universities have expressed interest) across the nation through a dissemination grant from the Fund for the Improvement of Postsecondary Education. (GLR)

ED 345 660 HE 025 556

Amundsen, Cheryl; And Others
Practice-Centered Inquiry: Developing Perceptions and Behaviors toward More Effective Teaching in Higher Education.
PUB DATE- 21 Apr 92
NOTE- 45p.; Paper presented at the American Educational Research Association (San Francisco, CA, April 20-22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *College Faculty; *Discussion Groups; *Educational Practices; Higher Education; Instructional Improvement; Literature Reviews; Program Design; *Teacher Effectiveness; *Teacher Improvement

This paper presents a study that examined the effectiveness of a proposed teaching improvement process, referred to as practice-centered inquiry, by using faculty discussion groups involving a total of 29 professors, and formal classroom research studies, one of which is reported. The study, a collaborative effort by some of the professors in designing a formal classroom research project, is presented in two parts. The first part examines the effectiveness of a faculty discussion group to address the first two areas of the practice-centered inquiry continuum (i.e., ranging from casual observations to

Numismatists.
PUB DATE- 91
NOTE- 19p.; For a related report, see IR 015 492.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Access to Information; Computer Software; Computer System Design; Databases; *Expert Systems; *Hypermedia; Information Management; *Information Retrieval; Information Technology; Man Machine Systems; *Microcomputers; *User Needs (Information); Word Processing
IDENTIFIERS- *HyperCard; Multimedia Materials; Numismatics

This report focuses on the user of a prototype hypertext application designed to help coin collectors link ancient coins with relevant numismatic information. It is noted that hypertext systems promote the collection of information that may be multimedia in nature and may be linked so that information can be accessed in a non-linear manner. The prototype is a hypertext environment that uses an expert system and a word processor to provide access to information resources such as databases of text, images, and graphics. Numismatists were chosen as the user population for the prototype system because of the variety of sources from which they compile their coin catalogs, and their ongoing need to manage large amounts of information. In order to satisfy the needs of the users, the prototype was designed so that HyperCard would provide a computer software interface to various resources. It also provides an expert system to deal with coin identification and the opening of relevant knowledge bases. The organizational model of the prototype is a table of contents listing the databases available for use. Users choose a database as a starting point, and then link to the other databases through HyperCard applications, depending on the information they require. The report includes a description of HyperCard as well as a list of the databases used in the prototype. (21 references) (DB)

ED 345 681 IR 015 484

Waggener, Joe; And Others
Media and Technology for Teaching. Course Manual for EDM/EDT 343/443/543.
PUB DATE- 92
NOTE- 284p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiotape Recordings; Classroom Techniques; Copyrights; Course Descriptions; *Educational Media; *Educational Technology; Educational Television; Elementary Secondary Education; Graphic Arts; Higher Education; Instructional Films; Learning Modules; Library Skills; Microcomputers; Photography; *Preservice Teacher Education; Production Techniques; Teacher Certification; *Teaching Methods; Videotape Recordings

This manual contains instructional materials for the course Media and Technology for Teaching, which is required for students in the teacher certification program at Miami University, Ohio. Based on 16 stated themes related to professional development, the program features the integration of and exposure to educational technology in the course, including audiotapes, instructional films, videocassette recorders, educational in Area 5; teleclassroom facilities; planning the course content; graphics and media resources (preparing graphics, copyright, and handouts); facilitators at receiving sites; how presenting teachers can look their best; how to present a lesson (equipment, sign on, the lesson, and attention span); other helpful hints (equipment related problems, classroom management, and humor); and suggestions for concluding and follow-up activities. A student feedback form is appended. (7 references) (DB)

ED 345 700 IR 015 509

Bhola, H. S.
Designing from the Heart of an Epistemic Triangle: Systemic, Dialectical, and Constructivist Strategies for Systems Design and Systems Change.
PUB DATE- Dec 91
NOTE- 24p.; Paper presented at the Annual Conference of Comprehensive Systems Design of Education (3rd, Monterey, CA, December 1-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; Computer System Design; *Educational Change; Educational Planning; Models; *Systems Approach; *Systems Development
IDENTIFIERS- *CLER Model; Constructivism; *Epistemic Triangle

The point is made that systems thinking should be combined with dialectical thinking and constructivist thinking for effective systems design and systems change. To establish a context, a set of assertions on "How the World Works" in regard to systems design and systems change in education is laid out, as value assumptions undergirding these assertions are also articulated. Then, the Configurations, Linkages, Environments, Resources (CLER) Model for developing systems designs and for enabling the implementation of systems change is offered as a useful parsing and procedural tool. (38 references) (Author/DB)

ED 345 701 IR 015 510

EUDISED Data Network Group Meeting (Strasbourg, France, October 2-3, 1991).
PUB DATE- Nov 91
NOTE- 25p.; For other reports on EUDISED, see ED 294 575, ED 321 768, ED 331 478, and ED 332 725.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; *Database Producers; *Databases; Evaluation Criteria; *Foreign Countries; Information Systems; Intercultural Communication; *International Cooperation; International Educational Exchange; Online Searching; Planning; Research Reports; Thesauri
IDENTIFIERS- *Council of Europe (France); *European Documentation and Information System

At the reported meeting, the Group was informed of the increasing interest from Eastern and Central Europe in the work of the Council of Europe. There was a report of the study visit to EUDISED (European Documentation and Information System for Education) agencies in Vienna and The Hague by representatives application with the software, in this case the STELLA simulation-modeling package. Four categories of application describe how teachers use systems thinking and STELLA in their courses. Applications depend on course content, subject area, level of student competence, and educational objectives. On this dimension a developmental continuum is not implied. Vignettes of three individual teachers and three sets of teachers who have been classified within the matrix illustrate how technology is impacting performance in the STACIN classrooms. (7 references) (BBM)

ED 345 718 IR 015 649

Dennis, Gregory, Comp.; And Others
Recent Department of Education Publications in ERIC.
PUB DATE- 15 Apr 92
NOTE- 185p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Databases; *Educational Resources; Educational Technology; Elementary Secondary Education; Gifted; Guides; *Information Sources; Literature Reviews; Opinion Papers; Postsecondary Education; Program Descriptions; Reference Materials; School Restructuring; Special Needs Students; Teacher Education
IDENTIFIERS- America 2000; ERIC; National Education Goals 1990

Produced quarterly by the Educational Resources Information Center (ERIC), this annotated bibliography announces the availability of selected new documents produced or sponsored by the Department of Education that address topics of national importance. Topics featured in this edition are: (1) the National Education Goals (readiness for school; school completion; student achievement and citizenship; mathematics and science education; adult literacy and lifelong learning; safe, disciplined, and drug-free schools; and America 2000); (2) elementary and secondary schooling and reform (parent involvement, choice, effective schools and restructuring, school-business partnerships, private education, and student assessment); (3) special populations (compensatory education, bilingual education, special education, gifted and talented, and special issues--e.g., child abuse, rural education); (4) postsecondary education (student financial assistance and educational costs, administration, demographics and indicators--e.g., enrollment, faculty); (5) teaching (teacher assessment, teacher training); and (6) educational technology. General reference materials are presented in the final section, and an index lists titles for each topic area. It is noted that all of the documents presented in this resource guide have been indexed in the ERIC database and are available from the ERIC Document Reproduction Service in both microfiche and paper copy. (BBM)

ED 345 719 IR 053 973

Soule, Margaret
Maine School Library Survey. Statistics of Public School Libraries in Maine Serving Grades K-12, from Data Gathered February 1990.
SPONS. AGENCY- Maine Educational Media Association, Old Town.; Maine State Dept. of Education, Augusta.
PUB DATE- May 91
NOTE- 443p.; This study was also co-sponsored by the League of Women Voters of Maine and Maine Library Association.

a general categorization of the types of artifacts in the custody of the Office of the National Archives; and an examination of the storage considerations affecting these material objects, particularly with reference to those objects housed in Archives II. The National Archives' custodial units are identified throughout the report by the organizational symbols used before the extensive reorganization of October 1988. (MAB)

ED 345 738 IR 054 041

Morin, Melinda J.
Teaching Library Skills: A Source or Process Approach? A Research Study.
PUB DATE- 11 Mar 92
NOTE- 47p.; Research Study for the Degree of Specialist in Education, Georgia State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Analysis of Variance; Comparative Analysis; Demography; Elementary Secondary Education; Information Seeking; *Learning Resources Centers; *Library Instruction; Media Specialists; Questionnaires; Surveys; *Teaching Methods
IDENTIFIERS- *DeKalb School District GA

The study described in this report was designed to determine the dominant approach to library skills instruction in the schools of the DeKalb County School System (Georgia), and whether any relationships existed between certain demographic variables and the approach being used. Library media specialists were asked to respond to a two-part questionnaire to indicate the frequency with which students received instruction in both source-oriented and process-oriented library skills. A t-test was used to determine whether the difference between the frequency of use of the two approaches was statistically significant (less than .001), and possible relationships between any of the demographic variables and the approach being used to teach library skills were tested using an analysis of variance. It was found that, although the responses of the library media specialists indicated the dominance of the source approach to library skills instruction in the DeKalb County schools, a statistically significant relationship (.029) between the level of current assignment and the process-oriented statements indicated that students were receiving more instruction in process oriented library skills. The survey questionnaire and cover letter are appended. (19 references) (MAB)

ED 345 739 IR 054 042

Walser, Marianna Long
Public Librarians' Perceptions of School Library Media Specialists.
PUB DATE- 11 Mar 92
NOTE- 50p.; Research Study for the Degree of Specialist in Education, Georgia State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Attitude Measures; *Cooperative Planning; Elementary Secondary Education; *Librarian Attitudes; Librarians; *Media Specialists; Opinions; *Public Libraries; Work Attitudes
IDENTIFIERS- *Georgia

The study described in this report was designed to determine the

PUB DATE- Jun 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Information; Clearinghouses; *Databases; *Education; Federal Programs; *Information Services; Information Sources; *Information Systems; Microfiche; Online Searching; Publications
IDENTIFIERS- *ERIC; ERIC Digests

Ten commonly held misconceptions about the Educational Resources Information Center (ERIC) information system are presented together with a brief discussion of the facts for each one. These factual responses provide the following overview of the ERIC system. ERIC is a national information system that includes 16 clearinghouses and four support components. In 1991, the system acquired and indexed 30,000 new documents and journal articles, produced more than 200 publications, responded to more than 100,000 requests for information, distributed more than 17 million microfiche, and increased its formal network of ERIC Partners to more than 500 education organizations. ERIC is the world's most widely used education database, with more than 3,000 locations around the world receiving ERIC print or database products. About 900 of these maintain complete microfiche collections and provide search services for clients. It is easy to submit documents to ERIC and authors remain free to submit their work to any journal or publisher. The system has strict quality control procedures that govern the selection of documents; in 1991, approximately 32% of the documents submitted were rejected. Announcing a document in ERIC can be an effective marketing tool, as people are more apt to want an original document from the publisher than a photocopy or microfiche from ERIC. The system produces four reference and referral databases as well as the bibliographic database of ERIC documents and journal articles. ERIC is committed to reach audiences that include practitioners, policymakers, and parents, as well as researchers. Components of the ERIC system responded to more than 42,000 requests from teachers and administrators in 1991, and several recent studies show that not only is ERIC recognized by teachers and administrators, but that its products are used and appreciated. (BBM)

ED 345 757 JC 900 549

Thompson, Merle O'Rourke
Adjunct Faculty Handbook.
PUB DATE- 92
NOTE- 42p.; Revised, Spring 1992.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adjunct Faculty; *College English; College Faculty; Community Colleges; English (Second Language); English Instruction; *Faculty Handbooks; Grading; *Part Time Faculty; *School Policy; Teacher Orientation; *Teacher Responsibility; Teaching Conditions; Two Year Colleges
IDENTIFIERS- Northern Virginia Community College

This handbook for Northern Virginia Community College (NVCC) adjunct faculty presents a variety of information designed for curriculum. In the fall of 1990, the entire college community was involved in providing insights concerning the report's findings and recommendations. The GE Review Steering Committee prepared this report of the responses of the BHCC community to the summer 1990 report. The report provides the following sections: chapter 1 summarizes the questionnaire responses to each of the eight survey items; chapter 2 describes the extent of BHCC community participation in round table discussions sponsored by the GE Review Steering Committee; and chapter 3 presents two alternate reports (minority reports) to the summer 1990 report on GE, including "A Guide to the Perplexed with Apologies to Aquinas and Maimonides," by Peter E. Siegel, and "Some Goals of General Education," by Jeffrey Bowe. Appendixes list the review participants, report the degree of participation of departments and administrative offices, and provide a copy of the questionnaire. (JMC)

ED 345 774 JC 920 250

General Education: A Curriculum Cornerstone.
PUB DATE- 91
NOTE- 68p.; For related documents, see JC 920 248-251.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Curriculum; Community Colleges; *Core Curriculum; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Curriculum Guides; *General Education; *Interdisciplinary Approach; Models; Two Year Colleges
IDENTIFIERS- Bunker Hill Community College MA

Prepared by the General Education (GE) Review Steering Committee of Massachusetts' Bunker Hill Community College in 1991, this guide presents the Committee's GE curiculum Cornerstone model. Following a short preface which discusses the goals and activities of the Steering Committee, chapter 1 presents a rationale for the model and describes its structure, providing diagrams of the Cornerstone model for the associate in arts and the associate in science degree. This chapter also presents the two-part GE curriculum model: (1) a common core of the following four required courses (12 credits)--"College Writing I: The Art of Self-Expression," "Modern Civilization;" "College Writing II: The Skill of Critical Thinking;" and "The Individual: Essence of Being"; and (2) three courses (9 credits) in three prescribed GE categories (i.e., the sciences, mathematics, and the humanities), representing a number of disciplines. One of the courses must be a "Capstone," an interdisciplinary thematic-based course designed to integrate the skills acquired in other GE courses. Chapter 1 concludes with diagrams of the GE curriculum model, curriculum development interdisciplinary planning, and semester scheduling. In chapter 2, an assessment is provided of every Associate in Arts and Associate in Science degree program offered at the College, including recommendations for course changes or substitutions to bring the program into line with the Cornerstone model. Appendixes include a GE goals grid, a short questionnaire used to implement the model, and a GE review organizational chart. (JSP)

ED 345 775 JC 920 251

General Education: Curriculum. A Capstone Course.

of employer satisfaction with specialized training activities for the current workforce. Highlighted findings included the following: (1) 5% (110,000) of the 2,300,000 workers in Washington state enrolled in community colleges in fall 1990, and a third (35,700) did so with the goal of upgrading or retraining; (2) workers most likely to be served were women, workers with a high school diploma or some college education, younger workers and those in health, managerial, or administrative occupations; (3) the state general fund paid for most upgrading and retraining, with only 20% funded entirely by employers through contracted courses; (4) more students enrolled for upgrading and retraining (24%) than for entry-level job preparation (22%), with nearly 13.5% of the total full-time equivalent devoted to employed Washington workers; (5) about 64% of those enrolled in fall 1990 expected to need continual training (at least every few years); (6) students were least satisfied with the availability of classes, especially night courses, at community colleges; (7) employers were most satisfied with the cost-effectiveness of community college training; and (8) 95% of the state's employers have never contacted a community college for upgrading or retraining their workers. Appendixes provide the survey instruments and data summaries. (JSP)

ED 345 791 JC 920 271

Dislocated Worker Programs in Washington Community Colleges, Fall 1986 to Spring 1990. A Report Prepared by the State Board for Community and Technical Colleges. Operations Report No. 92-1.
PUB DATE- Feb 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Dislocated Workers; *Employment; *Employment Programs; Followup Studies; Interviews; Job Search Methods; *Participant Satisfaction; Postsecondary Education; Questionnaires; State Surveys; *Student Attitudes; Two Year Colleges; *Vocational Adjustment
IDENTIFIERS- *Washington

In 1992, a follow-up study was conducted by the Washington community colleges of students who had been enrolled in dislocated workers' programs between 1986 and 1990. The study sought to determine the current status of the students in terms of re-employment, job search skill development, and attitudes towards the programs. Study findings, based on responses from 564 program participants out of the 941 served during the four years, included the following: (1) 70% were employed by the time of the survey, with most returning to jobs within a few months of their job loss; (2) of the 30% not returning to work, half left the workforce as retirees or homemakers and half were looking for employment at the time of the survey; (3) of those re-employed, 47% gained jobs at the same or higher level of pay, 62% reported gaining secure jobs that paid a "family wage," 11% returned to the job from which they had been laid-off, and 53% held jobs related to their training; (4) Economic Dislocation and Worker Adjustment Assistance Act (EDWAA) trainees were significantly less likely to gain employment than Trade Adjustment Assistance Act (TAA) students (57% versus 82%); (5) EDWAA trainees who were re-employed were much less likely than TAA students to report earning a "family wage" (47% versus 70%) and reported that gaining a job took one or two months longer than it did TAA participants; and (8) "satisfied" socioeconomic backgrounds; (5) students who take an academic program in high school are more likely to transfer than students enrolled in vocational or general tracks; (6) students who earn higher grades at the community college, enroll on a full-time basis, and take more math and science courses are more likely to transfer than those who earn lower grades, enroll part-time, and avoid math and science courses; (7) students who are more engaged with community college campus life (who live or work on campus) are more likely to transfer than students who merely commute to classes; and (8) students transfer at almost any point after enrollment at the community college, with the number who obtain an associate degree varying greatly from study to study. However, these findings, valuable as they are, present the community colleges as a unitary construct, rather than a set of different institutions. Research must begin now to assess the effects of variables that maybe reasonably expected to contribute to transfer, such as the strength of the liberal arts curriculum, transfer arrangements, and matriculation and guidance services. (JSP)

ED 345 808 JC 920 292

Fostering Institutional Change to Strengthen Transfer: Partnership Grants (Phase II) and Core Curriculum Grants. Projects Funded August 1991.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Sep 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Articulation (Education); Blacks; *College Transfer Students; Community Colleges; *Curriculum Development; Educationally Disadvantaged; Educational Mobility; Grants; Higher Education; Hispanic Americans; *Intercollegiate Cooperation; Program Descriptions; *Transfer Programs; Two Year Colleges; Universities

The Partnership Grant Program of the National Center for Academic Achievement and Transfer awards grants to partnerships of two- and four-year institutions to strengthen transfer, especially for low-income, Black, and Hispanic students. It also awards Core Curriculum grants to two-year/four-year partnerships which focus exclusively on curriculum development and require the development or redesign of curricula across at least two disciplines or in interdisciplinary studies. Focusing on institutional change in teaching and learning practices, the grants support faculty collaboration in developing or redesigning curricula and help strengthen ties among faculty and departments across institutions. Strong administrative support and methods designed to monitor the effectiveness of transfer are essential components of both grant programs. In August 1991, the Transfer Center awarded Partnership Grants to Atlanta Metropolitan College and Georgia State University; Pima County Community College District and the University of Arizona; San Jose/Evergreen Community College District and San Jose State University (California); and Del Mar College and Corpus Christi State University (Texas). Core Curriculum grants were awarded to Peralta Community College District, Holy Names College, and San Francisco State University (California); Alamo Community College District and the University of Texas at San Antonio; Houston Community College System and the University of Houston (Texas); and Shelby State Community College and Memphis State University (Tennessee). This "Transfer Working Paper" had not intended to transfer; (3) the average percentage for all seven Arrowhead colleges planning to return to college was 47.4%, with 39% of those indicating that they planned to do so in the spring, and 19% within the next year; (4) 34.5% of all respondents were currently enrolled in another college, and 67.8% of those were enrolled full-time; (5) 51.7% of the respondents were employed, with nearly 80% of those working half-time or more; (6) 25.8% of those employed felt that their job was closely related to the education they had received at an Arrowhead college, and 47.5% found their education to be helpful or very helpful in their present job; (7) 36.6% of the respondents had received some form of financial aid while enrolled; and (8) the major reason given for not returning was transfer to another college (27.2%), followed by money problems (22.8%), employment (19%), inability to cope with the demands of family, work, and school (12.1%), and unavailability of courses due to scheduling conflicts (10.8%) or lack of offerings (7.3%). Tabulated responses to survey questions, and the survey instrument are appended. (JSP)

ED 345 825 JC 920 311

Bach, Susan; And Others
ADVISE: A Catalyst for Change in Student Advising and Student Tracking.
PUB DATE- Jun 92
NOTE- 27p.; Paper presented at the Summer Institute on Institutional Effectiveness (Vail, CO, June 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Advising; *Academic Persistence; Community Colleges; *Computer Oriented Programs; *High Risk Students; Multicampus Districts; Program Descriptions; Program Implementation; *School Holding Power; Two Year Colleges; Two Year College Students
IDENTIFIERS- Portland Community College OR; *Student Information System

In January 1991, Portland Community College (PCC) received Title III funding to develop a computerized student tracking and advising system designed to provide maximum academic assistance to at-risk students. The goals of the project included the following: (1) develop a student information system to link student service units; (2) design and implement a computerized tracking system; (3) train professional and faculty advisors to use the computerized system; (4) train faculty to advise new students; and (5) create an advisor's handbook for faculty. In order to acquire broad-based institutional support and involvement, an advisory committee was formed to oversee project development. Once the bugs and glitches were smoothed out of ADVISE, the computerized system, a series of presentations were made to deans, faculty, advisors, counselors, and other interested staff. Next, a student tracking pilot study was undertaken using volunteer faculty and first-time, full-time students from PCC's Sylvania campus. In addition, group and individual training sessions on the use of ADVISE were offered to faculty. As part of an effort to custom design and deliver training in advisement, focus groups were conducted with faculty which revealed a need for training in the areas of placement test evaluations, transfer requirements, and general information about PCC. Utilizing information gleaned from the various stages of the program, the advisor's

In the coming years, the National Association for the Education of Young Children (NAEYC) will need to confront a number of issues relating to its structure and mission and the larger context in which the association works. In terms of organizational structure, it is useful to consider the nature of the democratic process and the role that reflection, representation, and responsibility play in that process. Other principles are involved in organizational structures that reflect the democratic process. These principles include: (1) the choice of error, which is that any decision has its own errors embedded within it; (2) the fundamental attribution error, which is the tendency to explain other people's behavior in terms of their dispositions or traits; and (3) the tendency to romanticize the knowledge and contributions of "the grassroots" and neglect the valuable insights of upper-level agency personnel and minority-position visionaries who may not work directly with children. The mission of the NAEYC remains to upgrade the quality of programs and provisions for young children and to improve public understanding of what is required for this upgrading. In the future, this mission might include efforts to keep the focus on developmentally appropriate practices, influence public policies away from the language of "readiness" toward the more encompassing goal of "quality of life," continue work on cultural diversity, and develop standards for early childhood professional development and practice. The public and private contexts in which the NAEYC functions are pervaded by various notions of accountability, confusion about what accountability means, and opinionmakers' tendency to blame schools for the nation's ills. (AC)

ED 345 843 PS 020 511

Fore, David A.
Using "Developmentally Appropriate Practice" (1987) for Teacher Self-Assessment and Attitudinal Congruence.
PUB DATE- 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Teachers; Primary Education; Program Evaluation; *Self Evaluation (Individuals); *Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS- *Developmentally Appropriate Programs; National Association Educ of Young Children

A 1987 publication of the National Association for the Education of Young Children (NAEYC), "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8" (DAP), postulated that programs for young children should be based on a balance between expectations for age level and individual differences. The present document reports the results of research that addressed two questions concerning the NAEYC publication: (1) Does DAP have value as a self-assessment instrument for early childhood practitioners? and (2) To what extent do early childhood practitioners agree with NAEYC's judgments of appropriateness and inappropriateness? Lists of either 23 or 37 items paired as appropriate-inappropriate criteria in DAP were used as the source texts of a survey instrument. Data were collected from 16 kindergarten and 33 primary teachers (out of 24 kindergarten and 66 primary teachers who received the instrument). On a 7-

report analyzes the key tax proposals to determine their adequacy in helping low-income families. The proposals fall into four general categories, those involving: (1) an increase in the personal exemption for dependents; (2) the creation of a credit based on payroll taxes; (3) the creation of a children's credit; and (4) modifications of child-related credits, including the earned income credit and the dependent care tax credit. In order to measure the effects of the tax proposals on low-income families with children, the implications of each proposal for two hypothetical representative families were investigated. In one family, a single mother with two children earns five dollars an hour. The other family, which also has two children, involves two parents, each of whom earns five dollars an hour. This report suggests that the primary component of tax relief should be a refundable children's credit; the earned income credit should be simplified and expanded; and the dependent care tax credit should be indexed and made refundable. Appended materials include a series of 22 questions and answers about the earned income credit and the child and dependent care credit; a list of Internal Revenue Service and other tax assistance phone numbers; and samples of a press release and newsletter article describing tax credits. (BC)

ED 345 860   PS 020 563

New Directions in Child and Family Research: Shaping Head Start in the 90's. Conference Proceedings (1st, Arlington, Virginia, June 24-26, 1991).
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Jan 92
NOTE- 584p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Child Development; Child Health; Early Intervention; *Family (Sociological Unit); Family Environment; Family Role; Homeless People; Minority Groups; *Preschool Education; Program Evaluation; *Research Reports; School Readiness; *Young Children
IDENTIFIERS- *Project Head Start

This document reports the proceedings of a conference on early childhood and family research sponsored by the Administration on Children, Youth and Families (ACYF). Presentations at the conference consisted of reports of research, literature reviews, descriptions of projects funded by ACYF, and commentaries on research and practice in Head Start. The conference consisted of several special sessions, 25 panel discussions, 16 roundtables, and 11 symposia. The panels addressed topics that included: (1) children's health; (2) the theories of Vygotsky and Feuerstein; (3) developmental screening; (4) homelessness; (5) school readiness; (6) foster care; (7) mainstreaming; (8) Head Start evaluations; (9) poverty; (10) parent involvement; (11) adolescent parenting; (12) child care; (13) peer conflict; (14) child abuse; (15) emergent literacy; (16) minority families; and (17) at-risk children. Topics considered by the roundtables included school transition, policy formation, national evaluations, staff training, children with special needs, minority children, and programs that simultaneously address the problems of two generations. The symposia considered topics that included mathematical cognition; infants with low birth weight; HIV-

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; *Cognitive Development; *Developmental Stages; Developmental Tasks; Early Childhood Education; Elementary Education; *Emotional Development; Guidance; Language Acquisition; Motor Development; Perceptual Development; *Physical Development; Self Concept; *Social Development
IDENTIFIERS- Developmental Theory

SHAPES--an acronym for the South Plains Child Care Management Services (SpCCMS) Helping, Assisting and Preparing Educators and Staff--is also the name of a preschool readiness curriculum that is being developed for use by administrators and teachers. The first phase of the curriculum development consists of the publication of five books to be used in training teaching staff. The present text is the first book in the series. This book: (1) describes child development theories and developmental stages; (2) delineates the physical, cognitive, social, and emotional development of children; (3) explains practices for teachers and parents to use in developing the child's self-concept; and (4) discusses child guidance and discipline. The chapters that discuss child development are organized into a sequence that examines infants, toddlers, preschool children, and school-age children. A list of 35 references is provided. (BC)

ED 345 879 PS 020 637

Riley, Mary Tom
Guidance Concerning Minimum Standards. SHAPES.
SPONS. AGENCY- South Plains Community Action Association, Lubbock, TX.; Texas State Dept. of Human Services, Austin.
PUB DATE- 91
NOTE- 98p.; For other books in this five-book series, see PS 020 636-640.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administration; Check Lists; Child Health; *Day Care Centers; Early Childhood Education; *Facility Guidelines; Food Service; Personnel; Safety; State Legislation; *State Standards
IDENTIFIERS- Day Care Licensing; Day Care Regulations; *State Regulation; *Texas

SHAPES--an acronym for the South Plains Child Care Management Services (SpCCMS) Helping, Assisting and Preparing Educators and Staff--is also the name of a preschool readiness curriculum that is being developed for use by administrators and teachers. The first phase of the curriculum development consists of the publication of five books to be used in training teaching staff. The present text is the second book in the series. This book presents performance standards for child care facilities in Texas, which are excerpted from the 1985 revision of the Texas Register and the 1989 Regulation of Child Care Facilities. Each standard is accompanied by suggestions from day care operators on meeting the standard and a checklist for documenting the facility's performance. Performance standards address: (1) organization and administration; (2) personnel; (3) building, grounds, and equipment; (4) fire, sanitation, and safety; (5) physical health; (6) food service and nutrition; and (7) children's water activities. A glossary of terms is that in the 1990s folk schools as institutions of educational and progressive thought should embrace cultural diversity and educational democracy, by including people other than Anglo-Americans as faculty, staff, and students. Doing this will create a new set of concerns and options for folk school educators and programmers in institutions. While a vast percentage of the students and instructors from JCFFS are outsiders to the school community, current staff and faculty have a strong respect for the community and have re-instituted events for the local residents such as Friday night concerts featuring local singers and musicians. Cultural democracy is the right of each individual to garner an education and to have a voice both in what type of education that will be, and in how cultural activities will be highlighted, showcased, documented, and/or preserved. Folkschools are progressive institutions born of forward thinking, humanistic concerns, and love; yet if folk schools are to continue in service and growth, forward thinking by staff, instructors, and boards of directors must be tempered by public need, student response and contemporary shifts in culture. (LP)

ED 345 897 RC 018 672

Minick, Jim
Redefining "Higher Education" through the Appalachian Teachers' Network.
PUB DATE- 6 Nov 91
NOTE- 9p.; Paper presented at the Appalachian Studies Conference (Berea, KY, March 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Education; Curriculum Development; Educational Innovation; Elementary Secondary Education; *Higher Education; *Inservice Teacher Education; Networks; Program Development; Rural Education
IDENTIFIERS- *Appalachian Studies; *Appalachian Teachers Network; Virginia

The term "higher education" should be redefined to give all grade levels and subjects equal educational value. This effort should involve the Appalachian Teachers' Network, which consists of a group of teachers from all grade levels working to make Appalachian Studies an integral part of education. At Radford University (Virginia) the Appalachian Studies Program has benefitted both students and professors in helping them realize the value of their heritage. Because public schools need this type of program, the Appalachian Teachers' Network was formed. The network began with a 10-teacher advisory committee to guide the use of Appalachian Studies in member's schools. A conference successfully brought together 62 teachers from southwestern Virginia to share information about the region and to discuss how to use this knowledge in teaching. Sessions were led by public school teachers and humanities scholars from area colleges and universities. Topics included local history, community as teacher, organizing a festival, and Appalachian literature and dialect studies. The second project, a newsletter planned for publication in January 1992, would help teachers to share information. The next conference will: (1) devote an equal amount of time to a scholar's discussion of a topic and to a practitioner's explanation of the topic; and (2) divide participants into grade-level groups for end-of-the-day sharing sessions. (LP)

Current Themes in Integration. The Exceptional Child. Monograph Number Two.
PUB DATE- 91
NOTE- 200p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Behavior Disorders; Curriculum Development; Delivery Systems; *Disabilities; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Hearing Impairments; Learning Disabilities; *Mainstreaming; Mental Retardation; Models; Physical Disabilities; Preschool Education; Remedial Programs; Resource Room Programs; Teaching Methods; Visual Impairments
IDENTIFIERS- *Australia; *New Zealand

This collection represents diverse views and opinions concerning integration of individuals with disabilities in Australia and, to a lesser extent, New Zealand. The objective in producing the volume is to stimulate thought and further debate about the policies and practices associated with integration, and numerous perceptions of integration are offered. Titles and authors of individual papers are as follows: "A Background to Integration" (John Elkins); "Two Models of Integration: A Review of Some of the Recent Literature on the Effects of Integration in Schools" (Peter Cole); "An Ecological Analysis of Progress toward Non-Restrictive Environments in New Zealand" (Keith D. Ballard); "Integration of Children with Physical and Intellectual Abilities into Support (Special) Classes Attached to Regular Schools" (Yola Center and others); "Support for Integration: Questioning the Efficacy of the Resource/Remedial Model of Service Delivery to Academically Handicapped Children" (Barry A. Fields); "Cognitive Strategies for Use in Classes Containing Students with Diverse Abilities" (Adrian F. Ashman and Robert N. F. Conway); "Mainstreaming of Secondary Students with Sensory Disability" (Philip J. Foreman and Robert N. F. Conway); "Students with Learning Difficulties in Secondary Schools: A Whole School Approach" (Ian Hay); "Integration of Townsville Special School Students at Townsville High School" (Barry Harker); "Teaching in Integrated Settings: A Focus on Professional Development" (Bill Patching and others); "Integration of Young Children into Regular Early Childhood Settings: Management of Staff and Parents" (Roger A. Baxter and Barbara Lee Crickmore); "A Model for Providing Specialist Therapy-Support Services to Children with Physical Disabilities Who Are Integrated into Mainstream Schools in City and Rural Areas" (Tim Ziersch and others); "Developing Curriculum and School Organization To Integrate 'Disruptive Students'" (Roger Slee); "Service Provision and the Acceptance of Change: Integration across the Life-Span" (Ron Joachim); and "The Integration of Students with Disabilities into Regular Schools in Australia: Can It Be a Reality?" (Paul M. Gannon). (JDD)

ED 345 462 EC 301 223

Discipline of Handicapped Students in Elementary and Secondary Schools.
PUB DATE- Sep 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)

Rehabilitation and Related Programs for Persons with Handicaps"; a synopsis of the Americans with Disabilities Act; lists of federal, state, and community vocational rehabilitation programs, research and training centers, and information centers; sections from the Code of Federal Regulations that deal with vocational rehabilitation services; and a brief guide to supported employment procedures. (16 references) (JDD)

ED 345 480　　　EC 301 242

Goodluck, Charlotte T.
Utilization of Genograms and Eco-Maps To Assess American Indian Families Who Have a Member with a Disability (Making Visible the Invisible). Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 120p.; For the Training Curriculum, see ED 333 608.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *American Indians; Counselor Client Relationship; Counselor Role; *Disabilities; Evaluation Methods; Family Environment; *Family Relationship; Program Implementation; Rehabilitation Counseling; Rehabilitation Programs; Time Management; *Vocational Rehabilitation
IDENTIFIERS- *Eco Maps; *Genograms

The purpose of this research project was to investigate the utility of the genogram and eco-map as family assessment tools for working with American Indian vocational rehabilitation (VR) clients who are referred for rehabilitation services, and to describe changes in the family system after VR services have been delivered by evaluating information in the genogram and eco-maps at the initiation and end of service. The project involved a comprehensive literature review, training of VR counselors about the family assessment tools, and implementation of the instruments. Four state and three tribal VR counselors who participated in a training workshop focused on the theory and application of the family assessment instruments. The counselors then completed a total of 15 genograms and 16 eco-maps. The genograms gathered information including: age, sex, marital status, ethnicity, educational status, religion, employment, and social and medical conditions. The eco-maps obtained such data as sex, number of children, informal support systems, friends, recreation, ceremonial and formal support systems, education and employment services, social services, rehabilitation, medical services, and legal systems. A survey of the counselors found that the tools took too much time to administer and were more appropriate for intensive therapeutic interventions instead of vocational rehabilitation services, and that the genogram was too intrusive a data gathering instrument to use early in a beginning relationship. (Approximately 35 references) (JDD)

ED 345 481　　　EC 301 243

Dodd, John M.; Rose, Patricia M.
Faculty Handbook: Students with Learning Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 43p.; Illustrated by Lance C. Hogan.

98 at 24 months, some with representations in more than one language. The primary language in lexical choices shifted from French dominance to French/English balance and finally a predominance of English words. The French vowel system was dominant. Vowel production followed the choice of target words. Vowel correctness changed distinctly over the taping sessions, with monosyllabic target words pronounced increasingly correctly but with vowels in disyllabic words pronounced with decreasing correctness. The findings support neither a separate-system or single-system hypothesis of language acquisition. The sociophonetic environment appears to have been a critical influence. A 32-item bibliography is included. (MSE)

ED 345 502 FL 019 656

Milk, Robert D.
Can Foreigners Do "Foreigner Talk"?: A Study of the Linguistic Input Provided by Non-Native Teachers of EFL.
PUB DATE- 90
NOTE- 16p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Classroom Communication; *English (Second Language); Foreign Countries; *Language Fluency; *Language Teachers; *Pronunciation; Second Language Learning; Teacher Behavior
IDENTIFIERS- Foreigner Talk; Peru; *Simplification (Language)

A study investigated whether proficient non-native speakers of English teaching English as a foreign language (EFL) modify their speech when addressing less proficient students, as has been observed among native teachers of English as a Second Language. Fourteen Peruvian teachers' classroom interactions were recorded. Comparisons were drawn between the levels of syntactic complexity in classroom and interview contexts and among three instructional levels. Minimal terminable units (T-units) were used to measure syntactic complexity. Results reveal that the speech directed to learners in the classroom was significantly less complex than the speech the teachers were capable of producing in another setting. Speech used at the highest and lowest levels of instruction was found to be significantly different in complexity. Implications and research limitations are discussed. A 14-item bibliography is included. (MSE)

ED 345 503 FL 019 657

McGroarty, Mary
Input, Interactions, and the Limits of Inference in Classroom Research: Comments on "Can Foreigners Do Foreigner Talk?"
PUB DATE- 90
NOTE- 6p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Classroom Communication; *Classroom Research; English (Second Language); Inferences; Language Proficiency; Language Teachers; *Research Methodology; *Research Problems
IDENTIFIERS- *Foreigner Talk; *Simplification (Language)

A study in which the ability of Peruvian teachers of English as a Second Language to simplify their own use of English

*Computer Literacy; *Computers; *Computer Software; Data Collection; Elementary Education; Elementary School Students; *Feedback; Grade 5; Grade 6; Instructional Effectiveness; *Microcomputers; *Student Attitudes

A study investigating the discrepancy between potential and actual use of computer software in elementary education is described. Fifth- and sixth-grade students participating in a computer literacy program in one school were surveyed by questionnaire and interview about the feedback provided in a specific piece of cartooning and creative writing software. Results indicate that the students react to stimuli in ways adults do not, thinking along channels that adults have found non-productive and discontinued using. Therefore, although teachers may try to empathize with students, this can only be achieved through close observation and interviews. Specific recommendations for curriculum designers, administrators, and teachers include the following: (1) incorporation of specific objectives into each lesson; (2) inclusion in the software of function keys allowing students to ask routine vocabulary and concept review questions; (3) selection of programs that are meaningful to students; (4) use of sound, animation, and response mechanisms to stimulate and sustain attention; (5) easy editing as a feature of language arts writing programs; (6) study of additional software; and (7) study of students perceptions of feedback in other schools around the country. A brief bibliography is included. (MSE)

ED 345 523 FL 020 218

Curtin, Constance; Shinall, Stanley
An Example of the Use of Microcomputers in Foreign Language Learning and Teaching from a High School for the Academically Talented.
PUB DATE- 87
NOTE- 8p.; For the journal as a whole, see FL 020 212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Academically Gifted; *Computer Assisted Instruction; Cultural Awareness; *Curriculum Design; Demonstration Centers; Feedback; High Schools; Independent Study; Instructional Effectiveness; *Microcomputers; Program Descriptions; Second Language Instruction; *Second Language Learning; *Student Motivation
IDENTIFIERS- *University of Illinois

Results of two studies of microcomputer use for second language instruction at the secondary level are reported. The investigation is based on observations made at the University of Illinois' University High School, which serves academically talented students from the surrounding area. The school's computer laboratory uses software packages for French, German, Russian, and Spanish. It allows whole classes to use microcomputers simultaneously and permits use of a variety of software formats. It is concluded that computer-assisted language instruction is an excellent tool in the promotion of independent study and review that can result in better or more efficient learning. Learner characteristics seen as contributing to achievement are discussed in relation to previous research done at the university. The best software appears to be that which capitalizes on positive learner attributes. Programs that permit self-direction, provide appropriate feedback, encourage discovery about the language, and expand student awareness of the target culture are

Time Factors (Learning)
IDENTIFIERS- *Language Minorities

A report prepared for the U.S. Department of Education on three school program models for limited-English-speaking children is examined. The models include a structured English immersion strategy and early-exit and late-exit bilingual education. The report describes the three models, reviews evidence of their relative effectiveness, and assesses the study's implications in four areas: teacher qualifications, parent involvement in children's learning, quality of classroom learning environments, and generalizability of the study's findings. The most conservative, uncontroversial conclusion drawn in the report is that there are no differences in results among the programs studied. Additional conclusions are drawn here, among them that the amount of time spent using a language can no longer be considered the most important influence on learning it, but that a number of factors (e.g., teacher qualifications and parent involvement) are critical in second language learning and school success. It is concluded that although there is other evidence of the long-term benefits, of late-exit bilingual programs, bilingual programs are not feasible for all language minority children. In instances where bilingual education is not feasible, it is argued that carefully implemented immersion programs are clearly better than lack of any support. A brief bibliography is included. (MSE)

ED 343 543 FL 020 331

Sell, John W.; And Others
Commercial Language, Business Economics, and the Liberal Arts Curriculum.
PUB DATE- Apr 91
NOTE- 6p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Business Administration Education; *Business Communication; *College Second Language Programs; *Cultural Awareness; Curriculum Development; Economics; European History; Faculty Development; French; Higher Education; *International Trade; Internship Programs; *Languages for Special Purposes; Language Teachers; *Liberal Arts; Library Collection Development; Program Descriptions; Second Language Instruction; Spanish
IDENTIFIERS- *College of Wooster OH

A program at the College of Wooster (Ohio) in commercial language and international business is described. The program was undertaken with private funds and within the context of a traditional liberal arts college. It has three main curricular goals: (1) additional training of language instructors for language courses that would include the language of technology, business, and commerce; (2) modifications of existing foreign culture courses; and (3) upgrading of library and audio-visual resources to support international business-related courses and senior theses. While the goals are common to most international business programs, this program has several unique characteristics. It: uses private funds only; takes advantage of the adaptability inherent in the liberal arts setting; and is administered entirely by program participants, not college program and a computer. The students are introduced to computers and research skills while developing English vocabulary. Students work in heterogeneous ability groups for increased collaboration in language and idea development. Vocabulary words are suggested by subject teachers. Students must accurately research definitions that they understand using dictionaries, books, and magazines, and find appropriate graphic representations. The pictionaries can be thematic. The activity is currently in use by seventh and eighth grade ESL and bilingual students. It requires commonly available computer hardware and software and can be used in the classroom or lab by one or two students at a time. The activity allows students to produce a useful and creative document while having fun, socializing, and speaking English. A series of seven lessons is outlined, and a sample alphabet pictionary is included. (MSE)

ED 345 562 FL 020 388

Gonzalez, Virginia; And Others
A Model of Cognitive, Cultural, and Linguistic Variables Affecting Bilingual Spanish/English Children's Development of Concepts and Language.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingualism; *Cognitive Development; *Concept Formation; *English (Second Language); Grade 1; Kindergarten; *Language Acquisition; Language Patterns; Learning Processes; Second Language Learning; Sociocultural Patterns; *Spanish; Young Children

A study investigated a model that takes into account the influence of conceptual, cultural, and linguistic variables in formation of verbal and nonverbal concepts in bilingual children. This triple-interaction model states that concepts are represented in three ways: (1) nonverbally as abstract categories; (2) symbolically by means of sociocultural conventions; and (3) linguistically by structures and markers. Subjects, 30 Spanish/English bilingual children aged 6-7 years who were attending kindergarten and first grade classrooms in central Texas, performed five verbal and nonverbal classification tasks to measure the three ways of representing concepts. Three verbal classification tasks included labeling, defining, and verbal justification for sorting. Two nonverbal tasks were sorting and category clues. The tasks were administered in both English and Spanish. Each task was scored twice to give credit for both general categorization criteria and gender classification or assignment. It was hypothesized that in a bilingual child the abstract categories constituting nonverbal representations were common to both languages or unique to each, depending on the commonness or uniqueness of the representations of symbolic meanings of linguistic conventions made by the sociocultural community. Results indicate the children constructed one representational system common to English and Spanish and another, unique to Spanish, for certain object categories. Nonverbal classification was performed better than verbal classification in both languages. (MSE)

ED 345 563 FL 020 389

Laviosa, Flavia
An Investigation of the Listening Strategies of Advanced Learners

Stein, Lia Diana Kamhi
Motivation and Attitudes of Students of English as a Foreign Language at ICANA in Buenos Aires, Argentina.
PUB DATE- 22 Jul 91
NOTE- 214p.; Master's Thesis, California State University, Los Angeles.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Students; *English (Second Language); Foreign Countries; Language Research; *Language Usage; Native Speakers; Questionnaires; *Second Language Learning; *Student Attitudes; *Student Motivation
IDENTIFIERS- *Argentina

Both the motivation for and attitudes of adult Argentine students studying English as a foreign language (EFL) are investigated. A questionnaire was administered to 114 adult students attending EFL classes at beginning, intermediate, and advanced levels at the Instituto Cultural Argentino Norteamericano (ICANA) in Buenos Aires. The findings suggest that Argentine students for the most part were oriented toward studying EFL, but that male students were more driven by instrumental purposes and female respondents were more interested in learning English for social and economic purposes. It was also found that, while Argentine people received higher ratings on personal traits related to appearance and affability, native speakers of English received higher ratings for traits that can be associated with economic success. It is suggested that this study may help Argentine teachers develop an improved understanding of their students' actual motivation for studying EFL and of the students' attitudes toward native speakers of English. The questionnaire is appended, along with more than 75 pages of tabulated responses. Contains 49 references. (LB)

ED 345 582 FL 020 422

Johnson, Patricia
Teaching Reading Comprehension through Classroom Communication Activities.
PUB DATE- 92
NOTE- 10p.; An earlier version of the paper was presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (Coventry, England, United Kingdom April 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Communicative Competence (Languages); Language Usage; *Reading Comprehension; *Reading Instruction; Teaching Methods

Recent research indicates that reading comprehension is the interaction of the reader's knowledge of the topic and the language with the writer's choice of content and use of the language. Classroom activities based on this research can lead to foreign language learners' successful construction of meaning from a written passage through oral and written communication activities. Pre-reading activities build new knowledge or activate existing background knowledge of the content of the reading passage, involving interaction with

Specific papers cover the subjects of tuition discounting, college quality and tuition, level of family willingness to pay for tuition, cost reduction trends and student employment, demographic and work force trends and their impact on higher education in the 1990s, and an examination of the causes and cures of cost escalation in college and university administrative and support services. Brief biographies of participants are included. (GLR)

ED 345 602 HE 025 492

Hughes, K. Scott; And Others
Years of Challenge: The Impact of Demographic and Work Force Trends on Higher Education in the 1990s. A NACUBO Monograph.
PUB DATE- 91
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colleges; *Demography; *Educational Objectives; Educational Planning; Educational Quality; *Educational Strategies; *Employment Patterns; Enrollment; *Higher Education; Labor Force; *Labor Force Development; Labor Needs; Occupational Mobility; Technological Advancement; Trend Analysis; Universities

This report describes national demographic and work force trends that have important implications for institutions and presents recommended management strategies for the 1990s. Among the trends predicted for the next 10 years are the following: (1) a continuing reduction in the traditional 18-24 year-old college-going population; (2) the increasing participation of women, minority and foreign students, and individuals over 35 years of age; (3) an increasing demand for a higher level of educational attainment from workers; (4) an increasing mobility of the work force and multiple career changes, as well as major dislocations in the work force through organizational changes; and (5) fierce international competition coupled with advances in technology and communications. It is suggested that higher education institutions need to push more responsibility downward toward teachers and students, help create a work force that makes the nation's economy more competitive and productive, and reexamine what quality education means from the perspective of the student learner and how quality relates to cost so that relative value can be determined. Four strategies emerge for colleges and universities: increase quality of services; increase use of technology and communications; increase labor productivity; and reduce costs. Contains 18 references. (GLR)

ED 345 603 HE 025 493

Toombs, William; Tierney, William G.
Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 124p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials (070)

NOTE- 131p.; Portions contain small marginally legible print. For related document, see HE 025 515.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Credit (Finance); Educational Legislation; Eligibility; *Federal Aid; *Federal Legislation; Hearings; Higher Education; *Income Contingent Loans; Paying for College; *Policy Formation; Postsecondary Education; Public Policy; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Congress 102nd; *Higher Education Act Title IV

This document provides testimony, prepared statements, articles, publications, and other materials concerning the issue of augmenting current student financial assistance programs with the addition of direct student loans (Self Reliance Loans), and examines responsible ways in which the federal government should move in this direction. Among the persons providing testimony are the following: U.S. Senators Bill Bradley (New Jersey), Edward M. Kennedy (Massachusetts), Orrin G. Hatch (Utah), Nancy Landon Kassebaum (Kansas), Paul Simon (Illinois), Strom Thurmond (South Carolina), and Daniel K. Akaka (Hawaii) and U.S. Representative Thomas E. Petri (Wisconsin). Additional witnesses giving testimony or prepared statements include, among others,: John Silber, president, Boston University (Massachusetts); Father William J. Byron, president, The Catholic University, Washington, D.C.; Barry Bluestone, professor of political economy, University of Massachusetts, Boston, Massachusetts; Roxie LaFever, vice president, financial aid, University of Phoenix, Phoenix, Arizona; and Elizabeth M. Hicks, coordinator of financial aid, Harvard University, Cambridge, Massachusetts. Materials presented include "Concerns and Unanswered Questions Regarding Income Dependent Education Assistance (IDEA) aka Self Reliance Loans," and a copy of a discussion draft of a bill to amend Part D of Title IV of the Higher Education Act of 1965 to provide for income dependent education assistance. (GLR)

ED 345 622 HE 025 517

Brown, Billye J.
Nursing Program Review in the State University System of Florida.
PUB DATE- Apr 92
NOTE- 193p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; Comparative Analysis; Educational Facilities; Educational Needs; Enrollment; Graduate Study; Higher Education; *Labor Needs; *Needs Assessment; *Nurses; *Nursing Education; Professional Education; *Program Evaluation; School Effectiveness; Undergraduate Study
IDENTIFIERS- *Florida; *State University System of Florida

This report presents results of a review of the nine nursing programs in the State University System of Florida, the purpose of which was to evaluate their overall quality and to address specific questions and issues related to nursing, and specifically nursing education, as it is delivered in the State University System. It is noted that the number of nursing graduates is inadequate to meet the needs of the state of Florida; that current programs are unable to meet the need for graduates at either the undergraduate or the graduate level of preparation; and that the demand for nurses is predicted to increase due to the complex health care needs of the elderly, chronically ill persons, and disadvantaged minorities in

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Campuses; Community Colleges; *Crime; Higher Education; *Incidence; Police Action; Private Colleges; School Security; State Colleges
IDENTIFIERS- *Tennessee

This report portrays the nature, volume, and extent of crime occurring on the campuses and housing at approximately 65 institutions of higher education in Tennessee from August to December 1989. Following an introduction, a sample reporting form is provided, along with information on classification of offenses and calculation of crime rates. Individual summary reports for each institution follow. Each report reflects campus population data, summarizes the information provided on monthly report forms, and calculates a crime rate and a clearance rate for each offense. Offenses covered include homicide, manslaughter, rape, robbery, assault, burglary, larceny, vehicle theft, arson, forgery, fraud, embezzlement, stolen property, vandalism, illegal use/possession of weapons, prostitution, sex offenses, drug sale/manufacture or possession, gambling, family offenses, driving under the influence of alcohol or drugs, liquor law violations, drunkenness, disorderly conduct, vagrancy, and all other offenses. (JB)

ED 345 641 HE 025 536

Leach, Michael D.
Crime on Campus. Annual Report: 1990.
PUB DATE- Jan 91
NOTE- 82p.; For the 1989 annual report, see HE 025 535.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Campuses; Community Colleges; *Crime; Higher Education; *Incidence; Police Action; Private Colleges; School Security; State Colleges
IDENTIFIERS- *Tennessee

This report portrays the nature, volume and extent of crime occurring on the campuses and housing of approximately 65 institutions of higher education in Tennessee from January to December of 1990. Following an introduction, a sample reporting form is provided, along with information on classification of offenses and calculation of crime rates. Individual summary reports for each institution follow. Each report reflects campus population data, summarizes the information provided on monthly report forms, and calculates a crime rate and a clearance rate for each offense. Offenses covered include homicide, manslaughter, rape, robbery, assault, burglary, larceny, vehicle theft, arson, forgery, fraud, embezzlement, stolen property, vandalism, illegal use/possession of weapons, prostitution, sex offenses, drug sale/manufacture or possession, gambling, family offenses, driving under the influence of alcohol or drugs, liquor law violations, drunkeness, disorderly conduct, vagrancy, and all other offenses. (JB)

ED 345 642 HE 025 537

Racial and Religious Tensions on Selected Kansas College Campuses.
PUB DATE- Feb 92

more sustained reflection and activity). The second part focuses on the formal research end of the practice-centered inquiry continuum. The results of the study are examined from two perspectives. One is from the perspective of the formal hypothesis, and the other is from the perspective of meeting the objectives of the professors. It is noted that the faculty discussion group structure was found to be appropriate in addressing the more informal levels of reflection and experimentation, and, while only a few classroom studies have been completed to date, the process appears to hold promise in contributing to the investigation of classroom teaching. Contains 27 references. (GLR)

ED 345 661 HE 025 557

Statistical Abstract: Higher Education in Alabama 1990-91. Data and Reference Information on Alabama's Institutions of Higher Education.
PUB DATE- Jul 91
NOTE- 203p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Academic Libraries; College Faculty; College Freshmen; *Colleges; Comparative Analysis; Degrees (Academic); Enrollment; Expenditures; Fees; Graduate Study; *Higher Education; Income; Professional Education; *Public Colleges; Reference Materials; Statistical Data; Student Characteristics; Teacher Salaries; *Technical Institutes; Trend Analysis; Tuition; Two Year Colleges; Undergraduate Study; *Universities
IDENTIFIERS- *Alabama

This document provides data and reference information on Alabama's public institutions of higher education as well as private universities and colleges. It is composed entirely of statistical tables, charts, and graphs that reveal the results from comparative analyses and trend data in the following areas: (1) enrollment for the 1990-91 academic year; (2) student characteristics of incoming freshmen; (3) revenue and expenditure data (trends and for academic year 1990) for the public 4-year and 2-year institutions as well as the technical colleges; (4) undergraduate, graduate, and professional tuition and fees for in-state and out-of-state students; (5) average faculty salaries; (6) numbers and types of degrees conferred; and (7) personnel statistics, information sources, financial data, and services and facilities of the Network of Alabama Academic Libraries. (GLR)

ED 345 662 HE 025 558

Jarvis, Kerry
A Needs Assessment of Professional Development Activities for Probationary Faculty at Seneca College.
PUB DATE- May 92
NOTE- 197p.; Master's Thesis, Brock University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Educational Needs; *Faculty Development; Foreign Countries; Higher Education; Minimum Competencies; Probationary Period; Teacher Background; *Teacher Improvement; Teacher Orientation; Teaching Experience; Teaching Skills

television, microcomputers, and laser disks. The manual includes the following: (1) six annotated references for the major themes of educational media and technology for teaching; (2) pre-module tests for the film/video unit, computer unit, photo/graphics unit, and library unit; (3) a treatise on copyrights; (4) a learning module on film/video, which includes class assignments, related instructional materials, and three articles; (5) a learning module on computers, which includes the class assignments and syllabus, instructional materials on computer operation and disk management, word processing, spreadsheets, printing and formatting overviews, study questions, and a post-module survey; (6) a learning module on photo/graphics, which includes the class assignments and syllabus, equipment operations checklists, instructional materials on presentation media production and experiential media, related articles, and a post-module survey; and (7) a learning module on libraries, which includes an introduction to the card catalog, explanations of periodical indexes and abstracting services, worksheets, a resource list, and a post-module survey. (DB)

ED 345 682 IR 015 485

Steinberg, Esther R.
Menus in Computer-Assisted Instruction.
PUB DATE- Feb 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Information Retrieval; Man Machine Systems; *Menu Driven Software; Microcomputers; Users (Information)
IDENTIFIERS- *Screen Format

Like a table of contents in print material, a computer-presented menu presents information. It informs a user of the topics that are available. Some menus present information by categories and thus communicate the organization as well as the content of the program. In addition to providing information, menus serve as a selection and retrieval mechanism, enabling viewers to select an item and have it automatically retrieved by the program. Commercial computer software packages often have pull-down menus. Categories of options are listed across the top of the display screen in a "menu bar." Static menus present a list of items that occupies the entire display. When a user selects a menu item the screen is erased and a submenu appears on an entirely new display. Selection mechanisms include typing numbers or letters corresponding with the desired choice, and moving the cursor, mouse, or space bar. The success of selection mechanisms depends on the typing skills of the intended users, nature of the task, and available equipment. Menu items may be sequenced in a number of ways depending on the subject matter, frequency of use, importance, and convenience. Words used in the menu should be informative, yet brief, and include titles as well as directions for use. Generally, between four and eight items should be presented on a single menu. (6 references) (DB)

ED 345 683 IR 015 486

Moline, Judi; And Others
Multimedia Courseware in an Open Systems Environment: A Federal Strategy.

from the national agencies of Czechoslovakia, Hungary, Poland, and Yugoslavia. The Group agreed on revised selection criteria for inclusion in the EUDISED database and called for a rationalization of the input procedure. Participants expressed cautious optimism with regard to achieving the aims of the Three Year Plan; by the end of 1991 the target figure of 2,500 entries should have been received. (Author/DB)

ED 345 702 IR 015 511

Pinelli, Thomas E.; And Others
NASA/DoD Aerospace Knowledge Diffusion Research Project: Chronology of Selected Literature, Reports, Policy Instruments, and Significant Events Affecting Federal Scientific and Technical Information (STI) in the United States, 1945-1990. Report Number 11.
PUB DATE- Jan 92
NOTE- 261p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aerospace Industry; Annotated Bibliographies; Diffusion (Communication); *Federal Government; *Information Technology; Intellectual Property; National Security; *Research and Development; *Scientific and Technical Information; United States History

The chronology is a comprehensive bibliography covering a variety of selected literature, reports, policy instruments, and significant events affecting federal scientific and technical information (STI) from 1945 to 1990. It includes some publications and events of historic interest that relate to the evolution of aerospace and aerospace knowledge diffusion. The chronology is descriptive and is designed to provide both an overview of the field and access to primary sources. Two approaches were used in compiling the chronology, both placing aerospace knowledge diffusion in the context of STI resulting from federally-funded National Aeronautics and Space Administration/Department of Defense (NASA/DoD) research and development. The first focuses on the production, transfer, and use of federally-funded STI, and places STI within the context of information policy, information security classification, information technology, intellectual property, national security, and technology transfer. The second focuses on federal attempts at nurturing technological innovation and stimulating economic competitiveness, and places STI within the context of federal science and technology policy and federal economic, tax, and trade policy. Each of the 512 entries has been given an item number and items are arranged by columns. To provide an overview of federal STI development, the entries are generally arranged by date of publication and event. Information provided for each entry includes the year of the event, report, or policy instrument; the author; bibliographic number; sponsor; and comments about its major findings, recommendations, or significance. The ISBN number is provided for books and complete citations are given for journal articles. To increase utility and access, the chronology has seven appendices: a chronology of the Defense Technical Information Center (DTIC); chronology of the National Technical Information Service (NTIS); chronology of NASA STI; Index of Executive Orders; Index of Public Laws; Index of Popular Common Names for Studies; and A Glossary of Acronyms. (DB)

ED 345 703 IR 015 513

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; Librarians; Library Collections; *Library Personnel; *Library Services; Library Statistics; *Public Schools; Questionnaires; *School Libraries; State Surveys; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Maine

This survey of the current status of public school libraries in Maine was intended to provide statistical data as a basis for improving the school library media center program in these schools. Information was gathered that detailed how resources and delivery of services differed across grade level; across variation in size of school; between schools with and without a certified school library media specialist; and across the state's three library districts. Responses were received from less than 30 schools in each of 4 reporting divisions, including secondary and junior high/middle schools without certified librarians, and secondary schools and junior high/middle schools with part-time certified librarians. This report contains background information and the terminology used in the survey; highlights of the survey; a summary of 13 key findings; and 11 appendices, including charts comparing seven key characteristics (e.g., school size, student population, and staffing); a description of the study methodology; survey forms; survey results and details for each question; and the standard deviations and ranges for selected questions. Data tables make up the major part of this report. (MAB)

ED 345 720 IR 053 982

Family History Resources.
PUB DATE- 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Archives; Community Resources; Computer Software; Electronic Mail; Elementary Secondary Education; *Family History; *Genealogy; Information Networks; *Information Sources; *Library Services; Local History; Newspapers; Photographs; Preservation; Primary Sources; Public Libraries; Research Tools; Teaching Methods
IDENTIFIERS- Government Records; *New York; Printed Materials

The 12 articles in this issue focus on the theme of family history resources: (1) "Introduction: Family History Resources" (Joseph F. Shubert); (2) "Work, Credentials, and Expectations of a Professional Genealogist" (Coreen P. Hallenbeck and Lewis W. Hallenbeck); (3) "Computers and Genealogy" (Theresa C. Strasser); (4) "Finding Historical Records in New York State: The Historical Documents Inventory and Trails" (Kathleen D. Roe); (5) "New York's Local Government Records Useful in Family History Research" (Warren F. Broderick); (6) "Genealogy Services in Small Libraries" (Marie S. Carlson); (7) "Using Newspapers for Family History Research in New York State" (Barbara Nichols Randall and Walter Cybulski); (8) "Manus Manum Lavat--Genealogy and Libraries: A Cooperative Enterprise" (James Corsaro); (9) "Paths to the Past for Youth--It's in the Blood" (Patricia Carter Sluby); (10) "Teaching and Learning with Historic Records" (David Golden); (11) "Building Blocks of the Past--The Community Biography Approach to Local History" (Stefan Bielinski); (11) "The Mormon Connection in Family general perceptions of public librarians regarding school library media specialists and to determine the influence of cooperative ventures on those perceptions. The population studies were randomly selected from all public libraries listed in "Georgia Public Library Statistics, 1989." A survey was designed and mailed to 169 potential respondents. The data collected were tabulated and analyzed using the Statistical Package for the Social Sciences (SPSS) computer program. Chi-square analysis was used to determine the influence cooperation had on the public librarians' perceptions of school library media specialists. Almost three-fourths of the 104 librarians who responded to the survey had previously engaged in cooperative activities with school library media specialists. Only three survey items produced statistically significant results when cross-tabulated with participation in cooperative ventures. It was concluded that public librarians generally perceive school library media specialists as effective educators and skilled library professionals, and that their perceptions were most influenced by the: (1) cooperative planning between school library media specialists and teachers; (2) school library media specialists' involvement in professional associations; and (3) school library media specialists' openness to cooperation with public librarians. The survey instrument, cover letter, and respondents' comments are appended. (20 references) (Author/MAB)

ED 345 740 IR 054 043

Journey to the 21st Century. A Summary of OCLC's Strategic Plan.
PUB DATE- 15 Sep 91
NOTE- 28p.; For OCLC's 1990-91 annual report, see IR 054 047.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Bibliographic Databases; *Bibliographic Utilities; Cataloging; *Computer Networks; Information Systems; *Information Technology; Library Networks; Library Planning; *Library Services; *Long Range Planning; Online Systems; Reference Services; Telecommunications
IDENTIFIERS- *OCLC

This report on some of the strategic planning decisions that OCLC has made for the 21st century begins by describing the evolution of OCLC from a pioneer in the computer revolution with its Online Union Catalog and Shared Cataloging System in 1971 to a system that currently has nearly 60 distinct offerings. Corresponding computer and telecommunications advances are noted. The first of seven sections discusses ways in which the environment--e.g., economic conditions, rapidly changing information technology, and government initiatives--will affect OCLC's strategic directions. Ways in which libraries are meeting the challenges of the 21st century in the areas of access, ownership, and decentralization are described in the second section, and some general patterns that are emerging in the library environment are identified. An assessment of OCLC's major strengths, weaknesses, opportunities, and risks is provided in the third section, and the fourth, fifth, and sixth sections present a strategic overview of OCLC's plans for providing further access to information via both traditional and new products and services for libraries and their users. A general planning strategy for the years 1990-1995 and a vision for the years 1995-2000 are also presented. The final section presents a profile of OCLC, including its history, mission, governance, finances, products adjunct lecturers in English. Three short introductory sections focus on general information, helpful hints, and the use of office machines. The body of the handbook contains the following sections: (1) Services, including the writing center, learning resource center, and library/laboratories/audio visual; (2) How Students Enter the English Program, covering NVCC's policies on native and non-native English speakers; (3) Guidelines for Attendance and a "W" Grade; (4) Procedures for Reporting Attendance and Enrollment; (5) Guidelines for Use of an "I" Grade; (6) Straightening Out English 111 with Lab Enrollment; (7) Grading Policies; (8) Student Evaluation of English-as-a-Second-Language Instructor; (9) Sample Division Form for Student Evaluation; (10) Sample Form for Administrative Evaluation of Lecturer; (11) Chart of Rank Criteria for Lecturer; (12) Salary Schedule for Lecturer; (13) College Course Content Summaries for English 111 and 112, including general course information and purpose, course objectives, major topics to be covered, additional topics, and research paper guidelines established by the English department; and (14) Preparing Your Syllabus, providing a sample syllabus and reading list for English Composition 111. Most sections include a brief discussion of official NVCC policy and samples of relevant forms. (JSP)

ED 345 758   JC 920 169

Macy, Rita
Community Literacy at Work with STRIDE (Success Through Reading Improvement and DEvelopment): Overview of a Successful Community Literacy Program.
PUB DATE- Dec 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; Community Colleges; Community Programs; Community Services; *Functional Literacy; Labor Education; *Literacy Education; Program Descriptions; Program Development; School Business Relationship; School Community Relationship; *Tutorial Programs; Tutors; Two Year Colleges; Volunteers
IDENTIFIERS- *Workplace Literacy

STRIDE (Success Through Reading Improvement and DEvelopment) is a literacy program developed in 1986 by Crowder College, located in the rural Ozarks of southwestern Missouri. Serving all age groups with trained literacy tutors ranging in age from 11 to over 60, STRIDE has been built on five main activities: (1) develop a philosophy that is "community comprehensive" by making a commitment to an inclusive, flexible approach; (2) educate the community about the program; (3) use only those methods and materials that suit the program's purpose and the students' needs; (4) plan the program carefully, setting high goals; and (5) search for literacy funding from many sources. Under the STRIDE umbrella, the Peer, Adult, and Children's Tutoring (PACT) program has trained high school and junior high school youngsters alongside faculty members and other community adults to become literacy tutors for many age groups. Patterned after PACT, the Partners in Adult Literacy (PAL) program has been designed specifically for the workplace. PAL's goal is to train volunteer literacy tutors on site, matching literacy tutors and students in partnerships, and offering small group instruction in basic skill subject areas. Practical steps to consider when building a literacy program include finding a

PUB DATE- 91
NOTE- 84p.; For related documents, see JC 920 248-250.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Core Curriculum; *Course Content; Course Descriptions; Curriculum Design; Curriculum Development; *General Education; *Interdisciplinary Approach; Lesson Plans; Models; *Required Courses; *Thematic Approach; Two Year Colleges; Units of Study
IDENTIFIERS- Bunker Hill Community College MA

Prepared by the General Education (GE) Review Steering Committee of Massachusetts' Bunker Hill Community College in 1991, this guide provides a model of a Capstone course, a component of the College's newly developed GE Cornerstone Curriculum. Chapter 1 reviews the purpose of Capstone, a mandatory interdisciplinary course designed to integrate the skills and methods of inquiry and analysis learned in earlier stages of a student's GE program, while addressing a topic of current interest in society. This chapter also describes the faculty Capstone team, prerequisites, course implementation, goals and format, presenting a diagram of its conceptual construct. Chapter 2 presents lesson plans for the course, which centers on the theme of conflict. The lesson plans, each of which includes a rationale, goals, objectives, learning activities, assessment methods, and materials/resources, are presented in the following seven units: Moral Dilemma; Search for Truth; Debate; Negotiations; Ideology; Inner Conflict; and Capstone Project Presentations. Chapter 3 describes components of the student performance requirements, including attendance policy, class participation, the grading system, homework specifications, and textbooks/readings/films. A recommended reading list containing 19 references for Capstone faculty, and a 16-page bibliography on curriculum development and GE are provided in chapter 4. (JSP)

ED 345 776 JC 920 252

McConochie, Daniel D.; Rajasekhara, Koosappa
Methodology and Implications of Statewide Success Rates of Community College Students.
PUB DATE- May 92
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Outcomes Assessment; *College Transfer Students; Community Colleges; Educational Assessment; *Graduation; Longitudinal Studies; Outcomes of Education; Research Methodology; *School Effectiveness; *School Holding Power; State Standards; State Surveys; Student Characteristics; Success; Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Maryland; *Success Rates (College Students); Transfer Rates (College)

In 1991, the Maryland State Board for Community Colleges developed the "success rate," a reporting index which combined graduation, transfer, and persistence rates. Success rate matrices were produced by tracking first-time, full-time or "very satisfied" marks were given by 76% of respondents regarding the quality of instruction at the community colleges, by 30% regarding help with the trauma of job loss, by 25% regarding help finding needed social services, and by 61% regarding the help they received from the Job Training Partnership Act or the Job Service Center. Appendixes provide the survey instrument, data summaries, and a description of a focus group process used to gather qualitative data. (JMC)

ED 345 792 JC 920 272

Lehman, Penny W.; And Others
CCSEQ: Test Manual and Comparative Data. Community College Student Experiences Questionnaire.
PUB DATE- 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- College Environment; Community Colleges; Comparative Analysis; *Data Collection; Data Interpretation; Psychometrics; *Questionnaires; *Research Design; Research Utilization; Statistical Analysis; Student Attitudes; *Student Behavior; Student Characteristics; Student Experience; *Student Participation; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Community College Student Experiences Quest

The Community College Student Experiences Questionnaire (CCSEQ) is an instrument designed to determine how community college students spend their time and what quality of effort they put into learning. Specifically, the content of the questionnaire focuses on four elements: who students are and why they are at the college; how extensively and productively they use the facilities and opportunities the college provides; what their impressions of the college are; and what progress they think they have made toward important goals. The purpose of this manual is to provide information to users of the CCSEQ which will aid in planning and implementing studies and in summarizing and interpreting results. In chapter 1, C. Robert Pace provides an overview of the development of the CCSEQ and of the framework upon which the instrument is based. Chapter 2 contains an item-by-item summary of the content of the questionnaire, as well as descriptions of the quality of effort and satisfaction scales it utilizes. Some of the instrument's psychometric properties are explored in chapter 3, covering college activities items, the quality of effort scales, estimate of gains, and the relationship between college activities and estimate of gains. In chapter 4, comparative data compiled from the responses gathered at 24 community colleges are presented for an all-student sample (n=7,683), a transfer sample (n=4,024), and a vocational sample (n=1,607). The appendixes include a copy of the CCSEQ, suggestions for its use (prepared by Karen Lefever and Penny W. Lehman) and for the organization of results, a list of community colleges included in the comparative sample, additional data tables related to the CCSEQ's psychometric properties, a reprint of an abstract published in "Leadership Abstracts" describing an article by Jack Friedlander and Peter MacDougall entitled "Increasing Student Involvement in Learning"; and a CCSEQ information flyer and order form. Includes 6 references and 23 tables. (JMC) describes the focus of the planned partnership or curriculum activities for each grant awarded, providing the names and addresses of project directors. (JSP)

ED 345 809 JC 920 293

Braman, Dave
Actualizing the Learning Community.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Administrators; *College Planning; Community Colleges; *Continuing Education; *Cooperative Planning; *Educational Cooperation; Education Work Relationship; Institutional Advancement; School Business Relationship; Two Year Colleges

Where conditions are right, continuing education (CE) staff working in true collaboration with campus-based credit staff can meet the learning needs of the community and improve instructional quality with greater resource efficiency. CE staff must become learning strategists who bring ideas from their marketplace experience to the instructional planning processes of the institution. A CE office that lacks interest in fully representing both credit and non-credit options to the client is neither customer-responsive nor acting for the college as a whole. CE personnel have a unique and valuable capacity for environmental scanning, resource development, market research, and community outreach. If CE and credit staff think together, advances can be made in such areas as the actualization of the learning community, non-credit programming, general public credit outreach, community services, and occupational learning systems. Occupational clusters that adapt to today's demand will offer a continuum of learning services across the tech prep, job entry, and retraining markets. CE staff could become a major source for reporting workforce trends, for new program development, and for facilitating change in the institution to accommodate new industrial standards. CE administrators, no less than academic administrators, must become learning and institutional partnership leaders. (JMC)

ED 345 810 JC 920 294

Head, Ronald B.
PVCC Salaries and Cost-of-Living. PVCC Institutional Research Brief. Brief No. 92-5.
PUB DATE- May 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); Adjunct Faculty; *Administrators; *College Faculty; Community Colleges; Comparative Analysis; Compensation (Remuneration); Correlation; Cost Indexes; *Costs; Degrees (Academic); Graphs; Professional Personnel; *Salaries; Seniority; Sex; *State Norms; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Cost of Living; Piedmont Virginia Community College

In 1992, a study was conducted at Piedmont Virginia Community College (PVCC) to provide a comparative analysis of PVCC handbook was being prepared. A guide to using ADVISE, and data tables from the pilot study are attached. (MPH)

ED 345 826 JC 920 314

Irby, Terry R.; And Others
The Joliet Junior College Center for Adult Basic Education and Literacy's "Families about Success": Intergenerational Programming That Works.
PUB DATE- Jul 92
NOTE- 44p.; Paper presented at "Leadership 2000" the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (4th, Chicago, IL, July 19-22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Community Colleges; *Early Childhood Education; Early Intervention; *Educationally Disadvantaged; English (Second Language); *Family Programs; High Risk Students; *Intergenerational Programs; *Literacy Education; Low Income Groups; Parent Child Relationship; Parent Education; Program Descriptions; Two Year Colleges; Young Children
IDENTIFIERS- Joliet Junior College IL

Joliet Junior College's Center for Adult Basic Education and Literacy (CABEL) is responsible for providing adult basic education and support services for adults whose skills in reading and mathematics are below the 12th grade level. Its offerings include instruction in Adult Basic Education (ABE), General Educational Development (GED), English as a Second Language (ESL), job and life skills, literacy volunteer training, and workplace and family literacy programs. In spring 1992, in an effort to break the intergenerational cycle of under-education, unemployment, and welfare dependency, CABEL established the "Families about Success" (FAS) project to provide parents and children with a positive, interactive educational experience. FAS enrolled low-income parents and their children, aged 3 to 10, who had been identified as being at risk. The program focused on adult education/basic skills; children's basic literacy skills; parent-child interaction; career/vocation and self-esteem; and parenting skills. Formal and informal assessment of the program revealed the following: (1) FAS participants showed a higher average gain in reading and mathematics Test of Adult Basic Education (TABE) scores than those adults enrolled in GED classes; (2) ESL students also demonstrated greater progress if they had participated in FAS sessions with their children; (3) the kindergarten skills screening tests of FAS preschoolers showed a nearly 100% improvement in gross motor, fine motor, and language/cognitive skills; and (4) older children showed an increase in reading skills by as much as 1.5 grade levels. Tables of relevant data, a variety of evaluation and checklist forms, data on one family's progress, and a 51-item bibliography are appended. (JSP)

ED 345 827 JC 920 315

Community Needs Assessment Survey Report, Fall 1990.
PUB DATE- 90
NOTE- 145p.
LANGUAGE- English

point scale ranging from "appropriate" to "inappropriate" for each item, respondents marked where their practices fell and where they would like their practices to fall. Results revealed kindergarten teachers' predilection for teacher-centered, whole group, and passive learner instruction; and primary teachers' preference for grades, regular testing, retention, and report cards. The fact that 88 percent of kindergarten teachers' item responses and 73 percent of primary teachers' item responses indicated a desire for change implies that DAP has value as a self-assessment tool. (8 tables) (BC)

ED 345 844 PS 020 517

Wakai, Kunio, Ed.
Research and Clinical Center for Child Development Annual Report, 1990-1991, No. 14.
PUB DATE- Mar 92
NOTE- 116p.; For 1989-1990 Annual Report, see ED 336 192.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Achievement Need; Children; Childrens Art; *Cognitive Development; Cognitive Style; Cross Cultural Studies; *Early Childhood Education; Elementary Education; *Emotional Development; Emotional Experience; Foreign Countries; Freehand Drawing; Infants; Intelligence; Love; Metacognition; Mother Attitudes; Mothers; *Parent Child Relationship; Spatial Ability; Teaching Methods; Young Children
IDENTIFIERS- *Japan

This annual report by the Research and Clinical Center for Child Development at Hokkaido University in Sapporo, Japan contains 10 articles by Japanese and American researchers on various aspects of children's cognitive and affective development. The following articles are presented: (1) "Making the Cut: Early Schooling and Cognitive Growth," by Frederick J. Morrison; (2) "Aspects of Children's Learning Behavior in Different Instructional Settings," by David E. Day and Gail E. Libertini; (3) "Achievement Motive in Japanese Children Revealed by Peer- and Self-Rating on Behavior Characteristics," by Misako Miyamoto; (4) "Japanese and American Mothers Perceiving and Evaluating Their 5-Month-Old Infants' Emotion Expressions: A Cross-Cultural Perspective," by Yuko Kanaya and others; (5) "Emotion Attuning Systems: Its Micro-Analysis in Infancy and Early Childhood," by Osamu Suda; (6) "The Microgenesis of Graphic Representation in Children," by Shing-jen Chen; (7) "Evaluation of One's Task Performance in Reflective and Impulsive Children: Analysis of Metacognition," by Hiroshi Usui; (8) "Analyzing Eye-Fixations to Assess Individual Differences in Solution Strategies for Spatial Tasks," by Kimiharu Satoh; (9) "Perspective Taking in Children's Drawings of Balls," by Yukari Shirotani; and (10) "A Quest for Parental Love: How Do Japanese Mothers Conceive Mother's Love?" by Kunio Wakai. (AC)

ED 345 845 PS 020 525

Prawat, Richard S.
The Value of Ideas II: Problems versus Possibilities in Learning. Elementary Subjects Center Series No. 51.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 46p.

infected mothers; and maternal characteristics. A directory of presenters is appended. (BC)

ED 345 861 PS 020 569

Brock, Sharon L.
Achievement and Enrollment Evaluation of the Early Childhood Development Program, 1990-1991.
PUB DATE- Aug 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Gains; *At Risk Persons; Child Development Centers; *Early Childhood Education; *Early Intervention; *Educational Diagnosis; Enrollment Trends; Kindergarten; *Parent Education; Parent Participation; *Parents as Teachers; Preschool Children; Program Descriptions; Program Evaluation; Public Schools; Scores; Young Children
IDENTIFIERS- Kansas City Public Schools MO

The Kansas City, Missouri, School District's Early Childhood Development program consists of the Parents as Teachers (PAT) and Early Learning Centers (ELC) programs. Both PAT and the ELC programs have a screening component, with PAT screening children from 12 to 36 months of age and ELC screening 3-, 4-, and 5-year-old children. The ELC instructional curriculum directly intervenes to eliminate developmental delays of at-risk students before they enter kindergarten. PAT is an educational program for parents of children younger than 6 years of age. The programs are designed to reduce the number of children with developmental delays through parent education and active parent involvement in the early learning processes of their children. A fifth-year evaluation of the two programs yielded the following findings: (1) all ELCs began each year at capacity (1,000 children) and capacity was maintained by drawing students from a waiting list; (2) enrollment in PAT has grown steadily since the first year of implementation to a high of 6,814 parents in 1990-91; (3) a total of 20,868 families have benefitted from PAT since the program started in 1986; (4) the number of children screened by the programs increased steadily through the years, but so did the number of children found to be at risk for developmental delays; (5) in 1990-91, 41% of the 1,896 1- to 3-year-old children screened by PAT were found to be at risk, as were 72% of the 4,329 3- to 5-year-old children screened at ELCs; (5) for about 25% of the ELC students, the programs worked to curb delays and allowed the students to catch up academically with their peers; and (6) a total of 72% of the ELC children who were old enough to enter kindergarten every year did not do so. An appendix supplies the district locations of ELCs. (AC)

ED 345 862 PS 020 573

Holmes, Tony
Infant and Toddler Centre Programmes in Britain and the U.S.
PUB DATE- Sep 91
NOTE- 7p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

provided. Appendixes include a copy of the Texas code regulating child care facilities; excerpts from the Texas Family Code; child care facility immunization requirements; charts describing communicable diseases and the nutritional value of various foods; lists of alternatives to physical punishment and criminal offenses from the Texas Penal Code; and a description of sanitizing procedures for food service equipment. (BC)

ED 345 880 PS 020 638

Riley, Mary Tom
A Beginning Curriculum: The First Six Weeks. SHAPES.
SPONS. AGENCY- South Plains Community Action Association, Lubbock, TX.; Texas State Dept. of Human Services, Austin.
PUB DATE- 91
NOTE- 407p.; For other books in this five-book series, see PS 020 636-40.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Child Development; Cognitive Development; Creative Development; *Curriculum Development; Curriculum Guides; Early Childhood Education; Elementary Education; Family Environment; Interpersonal Relationship; Language Acquisition; *Learning Activities; *Lesson Plans; Physical Development; Play; Social Development; Thematic Approach
IDENTIFIERS- Autumn; Body Awareness; Halloween

SHAPES--an acronym for the South Plains Child Care Management Services (SpCCMS) Helping, Assisting and Preparing Educators and Staff--is also the name of a preschool readiness curriculum that is being developed for use by administrators and teachers. The first phase of the curriculum development consists of the publication of five books to be used in training teaching staff. The present curriculum guide for day care centers is the third book in the series. Chapter 1 of the guide describes an approach to curriculum activities that requires teachers to design tasks that focus on children's individual needs within a unit structure. Chapter 2, which consists of lesson plans for a 6-week curriculum, is divided into six thematic units: (1) body parts; (2) family and friends; (3) autumn; (4) home; (5) animals; and (6) Halloween. A total of 124 suggested activities related to the lesson plans are listed in Chapter 3. The activities address children's physical, creative, cognitive, language, and social development. Chapter 4 offers curriculum suggestions concerning dramatic play; block play; the use of toys; and activities involving art, books, and music. Additional tips for curriculum development are suggested in Chapter 5. Blank lesson plans and activity sheets for teachers' use are appended. (BC)

ED 345 881 PS 020 639

Riley, Mary Tom
Environments that Make a Difference. SHAPES.
SPONS. AGENCY- South Plains Community Action Association, Lubbock, TX.; Texas State Dept. of Human Services, Austin.
PUB DATE- 91
NOTE- 69p.; For other books in this five-book series, see PS 020 636-640.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

ED 345 898 RC 018 673

Morse, John B.
The Historical Development of a Curriculum for Teaching Multicultural Studies in a Senior High School.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advanced Courses; American Indians; *American Indian Studies; Asian Americans; Blacks; *Black Studies; *Course Descriptions; *Curriculum Development; High Schools; Hispanic Americans; *Multicultural Education
IDENTIFIERS- *Asian American Studies; *Chicano Studies; Omaha Public Schools NE

This document consists of a paper and related booklet describing the development of a multicultural studies program in Omaha (Nebraska) high schools. A high school teacher describes how he came to develop Omaha's multicultural education program. In the early 1960s, the realization that history textbooks contained little of the Black experience, coupled with a 35% Black enrollment in his school, led him to incorporate Black history into his American history course and to develop a separate African American history course. Ethnic studies and Chicano studies courses were added by the late 1970s. A 1982 needs assessment showing poor self-image among American Indian students and misconceptions about Indians among non-Indian students led to the development of an American Indian studies course. This process was supported by a committee of Indian parents and students. Recently the school added an Asian American studies course, which aims to improve student understanding of the history and culture of Pacific Rim countries. The booklet contains: (1) procedures for a high school teacher to develop a multicultural curriculum; (2) lists of concepts or topics covered in Benson High School's courses in introductory multicultural studies, African American history, and Hispanic American studies; (3) brief descriptions of the objectives and modules of courses in American Indian studies and Asian American studies; (4) examples of activities and teaching methods; and (5) a list of Asian American studies resources. Not included here are a "module book" and a "study guide" of 276 pages. (SV)

ED 345 899 RC 018 674

Wagner, Richard J.; Fahey, Dennis
An Empirical Evaluation of a Corporate Outdoor-Based Training Program.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Coalition for Education in the Outdoors Research Symposium (Bradford Woods, IN, April 22-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adventure Education; *Attitude Change; Behavior Change; Corporate Education; *Experiential Learning; Outdoor Education; *Program Effectiveness; Training; *Work Attitudes

Outdoor-based experiential training (OBET) programs are being used increasingly by U.S. business firms, but intense

DESCRIPTORS- Alcoholism; *Civil Rights; Compliance (Legal); *Disabilities; *Discipline; Drug Addiction; Due Process; Educational Legislation; Elementary Secondary Education; *Expulsion; *Federal Legislation; Handicap Discrimination; School Responsibility; Student Placement; Student Rights; *Suspension
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This pamphlet summarizes the responsibilities of school officials under Section 504 of the Rehabilitation Act of 1973 in administering nondiscriminatory disciplinary sanctions in the form of long-term suspension or expulsion of students with disabilities. It also summarizes the rights of disabled students and their parents or guardians in situations requiring such disciplinary action. Section 504 regulations concerning free appropriate public education and related services are noted, along with due process procedures. Section 504 provisions concerning "significant change in placement" are interpreted as they relate to expulsion and suspensions. The need to conduct a reevaluation of the student before implementing a suspension or expulsion that constitutes a significant change in placement is addressed, and steps in the reevaluation process are discussed. Requirements specific to alcohol and drug addiction are also described. Addresses and telephone numbers are provided for the 10 regional offices of the U.S. Department of Education's Office for Civil Rights. (JDD)

ED 345 463 EC 301 224

Placement of School Children with Acquired Immune Deficiency Syndrome (AIDS).
PUB DATE- Jul 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Civil Rights; Compliance (Legal); Educational Legislation; Elementary Secondary Education; *Federal Legislation; Handicap Discrimination; Handicap Identification; Public Policy; School Responsibility; *Student Placement; Student Rights
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This pamphlet describes the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, with respect to elementary and secondary school policies involving the placement of children with Acquired Immune Deficiency Syndrome (AIDS). It explains the policy of the U.S. Department of Education's Office for Civil Rights concerning how children with AIDS should be served and their rights under the law. Following an explanation of how AIDS is acquired and transmitted, the Section 504 definition of a handicapped person is presented and related to persons with AIDS. Qualification of children with AIDS as handicapped persons based on their age is noted. The pamphlet then discusses the placement of most children with AIDS in the regular classroom without restrictions and the evaluation process required if it is believed that a child with AIDS needs alternative placement or services. The child's right to procedural safeguards and confidentiality are noted. The pamphlet concludes with a list of the addresses and telephone numbers of the 10 regional offices of the Office for Civil Rights. (JDD)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *American Indian Education; American Indians; Colleges; College Students; Definitions; Intervention; *Learning Disabilities; Postsecondary Education; *Student Characteristics; *Student Personnel Services; *Teaching Methods
IDENTIFIERS- *Tribally Controlled Education

This handbook was prepared to help faculty members at American Indian tribally controlled colleges meet the challenges of teaching a heterogeneous population of persons with learning disabilities. The handbook does not attempt to point out the specific cultural ramifications of learning disabilities, but instead focuses on information about persons with learning disabilities, services, and accommodations. The handbook begins with definitions of learning disabilities, characteristics of college students with learning disabilities, adult manifestations of learning disabilities, and examples of the difficulties experienced by individuals with learning disabilities. Then, procedures and services to enhance success for persons with learning disabilities are discussed, including instructional accommodations; examination accommodations; suggestions for students; and services such as counseling, course substitutions, and liaison with secondary school programs. (Approximately 60 references) (JDD)

ED 345 482 FL 019 498

Texas Papers in Foreign Language Education: Volume 1, Numbers 1-4, Spring 1988 - Fall 1990.
PUB DATE- 90
NOTE- 343p.; For individual papers contained in these issues, see FL 019 499-503, FL 019 505-509, FL 019 612-616, and FL 019 654-658.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingualism; *Classroom Communication; English (Second Language); Language Patterns; Phonology; Second Language Instruction; *Second Language Learning; *Second Languages; *Writing (Composition)

This document consists of the four issues (Spring 1988, Fall 1988, Fall 1989, Fall 1990) of Volume 1 of the serial publication "Texas Papers in Foreign Language Education" (TPFLE). TPFLE is the official journal of the Foreign Language Education Program of the University of Texas at Austin. These four issues contain 6, 8, 5, and 7 papers each, respectively. All TPFLE papers are concerned with various aspects of second language instruction. (LB)

ED 345 483 FL 019 499

Kassen, Margaret Ann
Native and Non-native Speaker Teacher Response to Foreign Language Learner Writing: A Study of Intermediate Level French.
PUB DATE- 88
NOTE- 16p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Journal Articles

appropriately for classroom use was examined, is discussed. It is noted that the study provides new data and has implications for future research on classroom language. It supports prior work on teacher talk and implies that non-native-speaking teachers can provide simplified input in the language classroom. However, it is also suggested that such descriptive research needs to be linked to experimental assessments of the input features thought to promote acquisition. By measuring the effects of different kinds of language modifications (e.g., lexical variety, propositional density) on learner mastery and the interactions between learner level and varieties of modification, a more differentiated model of the best linguistic environment for language learning can be constructed. Some of the data concerning the levels of syntactic complexity of the teachers' language are examined in greater detail. Extension and replication of the study are recommended. A brief bibliography is included. (MSE)

ED 345 504   FL 019 658

Pearson, Bethyl A.
Clarification Strategies in the Advisement Interview.
PUB DATE- 90
NOTE- 18p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Academic Advising; Classroom Techniques; *English (Second Language); Graduate Students; Higher Education; *Interpersonal Communication; *Interviews; *Language Patterns; *Language Proficiency; *Language Styles; Questioning Techniques; Second Language Instruction

A study looked at the patterns of clarification questions and responses occurring in academic advisement interviews between graduate students (26 non-native English-speaking (NNS) and 7 native English-speaking (NS)) and native-speaker advisors. Tape-recorded interviews between students and a male graduate studies director, generally concerning university policy and course scheduling, were coded for information and clarification questions or statements. Advisor clarification strategies and student responses and clarification strategies were considered separately. Results show that clarification questions have different patterns in the native-speaker and non-native-speaker student groups. The advisor used more clarification questions with the NNS students, and more confirmation checks with the NSs. Both student groups issued clarification questions to the same degree, but with differently weighted functions, clarification vs. rapport. It is proposed that teachers of English as a Second Language teach students the distinction between clarification questions and confirmation checks, which may be interpreted only as conversational continuants. In addition, it is recommended that teachers seek explicit ways of teaching discourse norms to help students learn communicative strategies that sustain conversation and avoid communicative failures. A 28-item bibliography is included. (MSE)

ED 345 505   FL 019 874

Journal of the Irish Association for Applied Linguistics, Number 5 = TEANGA; Iris Chumann na Teangeolaiochta Feidhmi, Uimhir 5.
PUB DATE- 85
NOTE- 119p.
LANGUAGE- English

recommended. (Author/MSE)

ED 345 524 FL 020 219

Helmreich, Stephen C.
Template Construction as a Basis for Error-Analysis Packages in Language Learning Programs.
PUB DATE- 87
NOTE- 12p.; For the journal as a whole, see FL 020 212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Authoring Aids (Programing); Computer Assisted Instruction; *Computer Software; *Error Analysis (Language); *Pattern Drills (Language); Programing; Second Language Instruction; *Second Languages; Sentence Structure

An "intelligent" system for constructing computer-assisted pattern drills to be used in second language instruction is proposed. First, some of the difficulties in designing intelligent error analysis are discussed briefly. Two major approaches to error analysis in computer-assisted instruction, pattern matching and parsing, are described, and their advantages and disadvantages are examined. A third approach that appears to minimize technical problems is then outlined. This approach is based on the idea that a limited list of randomly generated sentences in the target language is useful in constructing transformation or pattern drills. The system consists of four parts including: (1) a module in which sentence templates can be constructed; (2) a procedure for transforming linguistic material into target language sentences; (3) stimulus sentence creation, including student response; and (4) error analysis, providing feedback to both the student and the sentence-generating system and allowing tailoring of further stimulus sentences. Some problems of implementation are discussed, including system response speed, feasibility of expansion beyond simple sentences, generation of inappropriate sentences, and constraints imposed by left-to-right template construction, transformation, and response judging. (MSE)

ED 345 525 FL 020 221

Dickerson, Wayne B., Ed.; And Others
Issues and Developments in English and Applied Linguistics (IDEAL), Volume 3.
PUB DATE- 88
NOTE- 141p.; For individual articles, see FL 020 222-231.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; *Cognitive Style; Competency Based Education; *English (Second Language); Expository Writing; Foreign Countries; Interlanguage; Language Acquisition; *Language Research; *Language Variation; *Learning Theories; Linguistic Theory; Phonology; Pronunciation; *Pronunciation Instruction; Refugees; Researchers; Second Language Instruction; Second Language Learning; Socialization; Spanish; Teaching Methods
IDENTIFIERS- English (Indian); Epenthesis; Markedness; Southeast Asians

Articles in this volume of the journal on English as a Second Language and applied linguistics include: "The 'ng' Challenge: Five Simple Rules for Pronunciation Prediction" (Carol A.

administrators. In the Spanish department, a full course in Spanish for commercial use is offered. The French department includes a course on the French economy since 1945 and one on business French. The German department offers a team-taught economics course in German. In addition, an internship program for the college, with business contacts in France and Germany, is in development. (MSE)

ED 345 544 FL 020 332

Kumayama, Akihisa
How To Select the Right Candidate for an Internship Program for Japanese Host Companies.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Case Studies; *Degree Requirements; Evaluation Criteria; Foreign Countries; Graduate Students; Higher Education; *International Trade; *Internship Programs; Interviews; *Personality Traits; Program Descriptions; Questioning Techniques; Second Languages; *Student Attitudes; Student Characteristics
IDENTIFIERS- American Graduate School International Management; *Japan

The method used by the American Graduate School of International Management (AZ) to select participants for internships with Japanese companies is described and some case studies are offered as illustrations. The composition of the selection committee is noted, the interview process is discussed briefly (focusing on elicitation of student attitudes, expectations, and cultural adaptability), and the kinds of criteria used to evaluate applicants are examined. These criteria include: (1) attitudes toward an internship and toward interviewers; (2) personality traits that can promote success or create problems; and (3) rules and requirements to be met in each of three departments (world business, modern languages, and international studies). Internship participants' suggestions for successful experiences are offered. They include a sense of humor, willingness to participate actively, and low expectations because of the short duration of the internship. It is noted that the internship in Japan differs from an internship in the United States in that the Japanese internship is likely to be non-task-oriented. (MSE)

ED 345 545 FL 020 333

Miller, Fred L.; Grimes, J. Milton
Foreign Language Study among Business Students: A Foundation for Internationalization?
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

of Italian as a Second Language.
PUB DATE- Oct 91
NOTE- 18p.; Paper presented at the Conference on Bridging Theory and Practice in the Foreign Language Classroom (Baltimore, MD, October 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Advanced Students; Case Studies; *Italian; *Learning Strategies; *Listening Comprehension; Listening Skills; Problem Solving; *Psycholinguistics; *Recall (Psychology); *Second Language Learning; Teaching Methods

A psycholinguistic approach to listening was used in this study of listening skills in second language (L2) acquisition. The study tried to identify and classify the problem-solving processes and strategies used by L2 listeners. The processes were categorized from a perspective that took into account the processes underlying their use rather than their product or linguistic outcome. Immediate retrospection was used to analyze the listening processes of five native American speakers in an advanced Italian class. In three sessions each, the students listened to original Italian radio broadcasts of interview, news, and commercial material. A certain degree of overlap was observed in the listening problems, planning processes, and strategies. It is suggested that students need help in acquiring the listening skill in a foreign language and that students should be taught listening comprehension through planning processes and strategies that are activated by the presence of specific problems. It is concluded that the psycholinguistic approach is an example of the growing emphasis on process rather than product, and of teaching ways of processing linguistic information. Contains 23 references. (LB)

ED 345 564 FL 020 390

Coles, Felice Anne
Isleno Spanish /s/ Variation and Speech Accommodation.
PUB DATE- Jan 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Linguistic Society of America (66th, Philadelphia, PA, January 9-12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dialect Studies; Language Fluency; *Language Usage; *Language Variation; Linguistic Borrowing; *Native Speakers; *Spanish; Speech Habits
IDENTIFIERS- *Louisiana (Southeast)

The pronunciation and use of /s/ in the isleno dialect of Spanish, a dying language spoken in a small ethnic enclave in southeast Louisiana, is examined. Today, there are fewer than 20 fluent speakers of isleno Spanish, which has been described as a fossilized derivative of the speech of Canary Island peasants with additions from Spanish sailors. The aspiration or deletion of /s/ in various contexts is an overt linguistic indicator of isleno speech that members of the isleno social network recognize as a feature of their language. This paper demonstrates that /s/ plays a prominent role in style-shifting for all islenos; e.g., a semi-speaker deletes /s/ much more frequently in casual conversations with in-group members than in a dyadic interaction with an out-group interviewer. The frequency of /s/ deletion of the semi-speaker is much higher either the topic or the language of the text. Varied techniques also actively engage students with the text while reading. Post-reading activities help students to think about what they have read. Through these activities, readers discover what they understand and how the writer understands his or her own production. Contains 15 references. (Author)

ED 345 583 FL 020 423

Davis, James J.
African-American Students and Foreign Language Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Black Dialects; *Black Students; Cultural Background; Higher Education; Instructional Materials; *Second Language Learning; *Student Attitudes; Student Motivation
IDENTIFIERS- *African Americans; ERIC Digests

The performance and attitudes of African-American students of foreign languages are discussed in this digest. Three major areas are reported: (1) Black English and foreign language learning, including theories of language deficiency, sociolinguistic research, phonology and syntax; (2) research on the performance of African-American students of foreign languages; and (3) research on the attitudes of African-American students of foreign languages. It is concluded that at one time claims were made that the African-American student did not see any benefit or relevance in the study of a foreign language, but that over the past 20 years there has been a shift in the affective component of the African-American attitude toward foreign language study. In the classroom setting, the phenomenon of "anomie," a feeling of estrangement from one's own culture, can be dissipated through the conscientious inclusion of instructional materials focusing on the contributions of members of one's own cultural heritage. Contains 27 references. (LB)

ED 345 584 FL 020 425

The Journal of the Society for Accelerative Learning and Teaching, 1991.
PUB DATE- 91
NOTE- 400p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Cognitive Processes; Foreign Countries; *Language Acquisition; Language Research; Neurology; *Psychoeducational Methods; Psycholinguistics; Psychophysiology; *Second Language Instruction; Second Language Learning; *Suggestopedia
IDENTIFIERS- Israel; *USSR

The four issues of this journal published in 1991 contain the following articles: "Suggestology in the USSR"; "Integrated Short-term Intensive Course Structure; "Teaching Teachers to Teach"; "Sociopsychological Aspects of Intensive Teaching"; "The Method of Intensive Learning in the Context of Modern

DESCRIPTORS- *Change Strategies; Colleges; Curriculum Design; *Curriculum Development; *Educational Change; *Educational Planning; Futures (of Society); *Higher Education; Long Range Planning; Undergraduate Study; Universities

This monograph addresses the need for reshaping the college undergraduate curriculum in order to meet the new and compelling issues that have emerged from the criticism and analysis of the past decade. These issues are as follows: (1) how to accommodate diverse races and ethnic traditions and both genders; (2) how to incorporate global perspectives on the environment and exchange among nations; and (3) how to deal more effectively within the human dimensions of the educational equation. Discussed are five conditions for changing the curriculum. First, a firmer grasp is needed on what the curriculum is as an idea, what language can describe it, and at what levels it operates. The concept of design and a pragmatic terminology give an operational definition. Second, the flood of criticism, dissection, recommendation, and interpretation visited on the collegiate curriculum merits a careful review. Third, the need is continuous for modest self-analysis dealing with what the academic profession is and what its condition of practice should be. Fourth, because little is known about what the solutions might be, a longer perspective is needed. Finally, there is a need for wider understanding of the organization and its content. Together, it is noted, these factors can help higher education institutions to recognize the shape of change and the forces of culture within which it moves. Contains over 270 references. (GLR)

ED 345 604   HE 025 494

Twenty-Fifth Annual Rank-Order Distribution of Administrative Salaries Paid 1991-92.
PUB DATE- 8 Apr 92
NOTE- 219p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; College Administration; Comparative Analysis; Higher Education; Professional Personnel; Questionnaires; *Salaries; *State Universities; Statistical Data; Surveys; Tables (Data)

This report summarizes the results of a questionnaire study of administrative salaries in 139 universities in 47 states and 29 university systems representing 25 states. Salaries are reported for full-time administrators including officers whose responsibilities and functions range from the director of a single office to the university president. The first section provides the ranking of salaries paid among all participating universities. The second section presents a series of tables showing the salaries paid among the 139 participating universities arranged into the 9 regions defined by the Equal Employment Opportunity Commission (the New York and Boston regions are combined). The third section of the study is a table of salaries paid to the university system officers, i.e., from universities having multiple general academic institutions, at least one of which has offerings at the doctorate-granting level. Salaries are distributed in rank order to facilitate comparisons of a participant institutions's relative standing with other universities. (GLR)

ED 345 605   HE 025 498

Corporate Support of Education, 1990.

Florida. Discussed in the review are the following subjects: nursing's role in the health care delivery system in the United States; role of nursing education in Florida; evaluative overview of nursing programs in the State University System; and individual program evaluations of the nine Florida nursing programs. Also provided are systemwide concerns and recommendations for the Board of Regents and universities. Appendices include lists of the consultants who worked on the review and university coordinators. (GLR)

ED 345 623 HE 025 515

Choy, Susan P.; Henke, Robin R.
Parental Financial Support for Undergraduate Education. National Postsecondary Student Aid Study, Research and Development Report. Contractor Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Credit (Finance); *Family Financial Resources; Family Income; Financial Support; Higher Education; *Parent Financial Contribution; Parent Responsibility; *Paying for College; Racial Differences; *Student Financial Aid; Undergraduate Study
IDENTIFIERS- National Postsecondary Student Aid Study

This report describes the role of parents in providing financial support for their financially dependent undergraduate children. It presents information on the extent to which parents provide their children with gifts, loans, and in-kind contributions; the amounts they provide; how the amounts compare with the expected family contributions determined by the student financial aid system; and the various types of savings and loan programs that parents use. The report used data from the 1986-87 National Postsecondary Student Aid Study to identify parents of 27,415 undergraduate students; these parents were sent questionnaires. Report highlights include the following: (1) 92 percent of financially dependent undergraduates received gifts (67 percent), loans (11 percent), or in-kind contributions (83 percent) from their parents, averaging $3,274; (2) white students were more likely to receive gifts than black students (70 percent versus 43 percent); (3) overall, 42 percent of the students had parents who saved to help them with their postsecondary education; (4) among the students whose parents saved, 46 percent had started when the student was in elementary school or before; (5) among students whose parents saved, 71 percent had set up accounts in the parents' names; and (6) only 14 percent of the students had parents who assumed one or more types of loans. The appendices contain technical notes and methodology and discussion of selected standard errors and unweighted Ns. (GLR)

ED 345 624 HE 025 519

Morgan, Frank B.
Race/Ethnicity Trends in Degrees Conferred by Institutions of Higher Education: 1980-81 through 1989-90. E.D. TABS.
PUB DATE- May 92
NOTE- 55p.
LANGUAGE- English

NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Campuses; Colleges; Community Problems; Crime; Higher Education; *Incidence; Racial Attitudes; *Racial Bias; Racial Discrimination; *Racial Relations; *Religious Conflict; *Religious Differences; School Policy; Student Attitudes
IDENTIFIERS- *Kansas

A fact-finding meeting on racial and religious tensions on college campuses in Kansas was held, with participation by community leaders, college and university officials and instructors, law enforcement officials, college students, and community relations experts. Topics covered were the extent of the tensions; likely causes of the problem; and administrative, community, media, law enforcement, and institutional responses. The following findings and recommendations were developed: (1) university and college administrations are more reactive than proactive; (2) higher education institutions should develop effective and clear policy statements that address bias-motivated incidents; (3) college and university programs pertaining to minority student concerns are academically oriented and lack an emphasis on campus support systems designed to facilitate new and different living environments; (4) college administrators should provide appropriate and creative student support systems for racial and religious minority students; (5) some victims of bias-motivated incidents are reluctant to report their complaints through the college's formal complaints system, while others lack knowledge about the system; (6) institutions should review existing complaint systems; (7) conflict among groups has been heightened by competition for perceived limited resources; and (8) administrators must provide leadership that promotes harmony. (JB)

ED 345 643 HE 025 538

Sanders, William A.
General Education at the Coast Guard Academy.
PUB DATE- Jan 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Content; *Curriculum Development; *Educational Philosophy; *General Education; Higher Education; *Liberal Arts; Professional Education; Technical Education; Values
IDENTIFIERS- *Coast Guard Academy CT

In seeking the most effective presentation of the liberal arts in curricula such as the heavily technical and professional curricula at the U.S. Coast Guard Academy, which leave little room for general education, general education course design must capture the imagination of students and motivate them for continuing self-education. Development of an effective pedagogical approach must take into account the constraints under which students operate and the hoped for outcomes of liberal arts courses. Most importantly students must have a working concept of truth and a general framework for understanding the world and assimilating new knowledge. Teaching students to deal with the concept of truth fosters both open-mindedness and intellectual integrity. Developing

IDENTIFIERS- Canada; *Seneca College of Applied Arts and Technology ON

Thirty-one probationary faculty from Seneca College of Applied Arts and Technology (Ontario, Canada) participated in a research study that examined their individual and collective professional development needs. The study was conducted in the fall of 1991. Probationary faculty completed a survey instrument that was comprised of three parts. Part 1 looked at the demographic variables of probationary faculty in terms of their teaching experience, program study, educational background, and formal academic training. Part 2 asked probationary faculty to evaluate the fall orientation program at Seneca College. The faculty were also invited to make suggestions for improvement on future professional development programs for probationary faculty. Part 3 examined the professional development needs. of probationary faculty according to the prescribed Basic Teaching Competencies as they relate to faculty teaching needs. Findings from the study are reported using descriptive statistics, and four open-ended responses are appended. Appendices include the survey instrument and letter, statistical survey results, and recommendations to the faculty sub-committee on professional development. Contains 77 references. (GLR)

ED 345 663 HE 025 559

Investing in Alabama's Future: State-Level Strategic Objectives for Higher Education.

PUB DATE- Aug 91

NOTE- 30p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Access to Education; Cooperation; Demography; *Economic Development; Economic Status; Educational Assessment; *Educational Improvement; Educational Objectives; *Educational Planning; Educational Quality; Higher Education; Labor Force; Long Range Planning; State Programs; *Statewide Planning

IDENTIFIERS- *Alabama; *Strategic Planning

This document represents a plan for educational improvement within Alabama, and proposes the following four goals for higher education (2- and 4-year postsecondary institutions) in the state: collaboration, access, quality instruction, and research and economic development. Each goal is followed by specific, measurable objectives which serve as gauges for the State to measure progress. The plan that is presented focuses, not on how the State can help higher education, but rather on how higher education can enhance economic development and the quality of life of Alabamians. Discussed are the economic outlook, workforce demographics, and the education level of adults within the State. Also examined is the status of higher education in Alabama, the quality of instruction and research and economic development. It is noted that Alabama is characterized by several challenging paradoxes including vast human and natural resources but a relatively weak economy. Attaining the goals and objectives set forth in the plan is possible only through the combined efforts of education, business and industry, and government. Contains a 35-item bibliography. (GLR)

ED 345 664 HE 025 560

Academic Program Inventory, 1991. Alabama's Public and Private Colleges and Universities.

PUB DATE- Dec 90
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software Development; *Courseware; Equipment Standards; Federal Programs; *Gateway Systems; *Information Technology; Interactive Video; Man Machine Systems
IDENTIFIERS- *Multimedia Materials; Open Systems Environment

The Portable Courseware Project (PORTCO) of the U.S. Department of Defense (DoD) is typical of projects worldwide that require standard software interfaces. This paper articulates the strategy whereby the federal multimedia courseware initiative leverages the open systems movement and the new realities of information technology. The federal strategy is to facilitate the creation of an environment in which high quality portable courseware is available as commercial off-the-shelf products and is competitively supplied by vendors. The Request for Architecture developed cooperatively by DoD and the National Institute of Standards and Technology (NIST) will generate a portable courseware system architecture incorporating standards which meet users' needs. A computer-based interactive training applications profile must be developed which, along with the system architecture, will provide the basis for identifying needed standards. NIST will then accelerate the development of these standards through established standards forums. Five appendices provide information on Open System Environments, the Applications Portability Profile, the National Computer Systems Laboratory (NCSL) Technical Program, Key Multimedia Courseware Project Dates, and the Request for Architecture. (DB)

ED 345 684 IR 015 488

Smith, Judith Dinkel, Comp.; Smith, Virginia Rogers, Comp.
Searching for Your Ancesters on Microfilm.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Information; *Archives; Census Figures; *Family History; *Genealogy; *Information Sources; *Microfilm; Records (Forms); State Libraries
IDENTIFIERS- *Louisiana

This guide contains lists of microfilm sources for genealogical information that are in the holdings of the State Library of Louisiana. The following types of sources are listed: census and enumeration records, passenger lists, military and pension records, church records, state records, family records, land records, historical data from parishes, miscellaneous sources, newspapers, parish records, and other information sources including state and national archives. Lists provide the dates of the information contained within each source and the number of microfilm reels. A map of Louisiana showing the parishes and parish seats is included. (DB)

ED 345 685 IR 015 491

Kari, Jouko; Nojd, Olavi
Interactive Video in Teaching. Theory into Practice. Publication Series B 62.
PUB DATE- 91

Riding the Electronic Wave--Document Delivery: Proceedings of the Library of Congress Network Advisory Committee Meeting (Washington, D.C., November 29-December 1, 1989). Network Planning Paper Number 20.
PUB DATE- 90
NOTE- 103p.; For Planning Paper Number 19, see ED 328 258.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Networks; Databases; Delivery Systems; Facsimile Transmission; Information Dissemination; Information Networks; *Information Services; Interlibrary Loans; *Library Networks; Library Services; Online Systems; Technological Advancement; Telecommunications; User Needs (Information)
IDENTIFIERS- OCLC

Papers delivered at the 1989 program session of the Library of Congress Network Advisory Committee (NAC) focused on ways in which newer technologies and document delivery networks are changing current practices in document delivery and information services. Charles P. Bourne, chair of the program committee, presented an overview of document delivery services and the impact of technology on the growth of these services in his paper, "A Review of Technology and Trends in Document Delivery Services." This was followed by seven papers focusing on various aspects of document delivery service: (1) "Interlibrary Loan: Current Use and Patterns" (Kate Nevins, OCLC); (2) "DOCLINE (an automated document requesting and routine system): The National Library of Medicine Experience" (Lois Ann Colaianni); (3) "Document Delivery Systems at the University of California: An Overview" (Dennis E. Smith and Clifford A. Lynch); (4) "Application of Technology in Document Delivery: The CISTI (Canada Institute for Scientific and Technical Information) Experience" (Margaret Y. Walshe); (5) "Information on Demand: Information Broker Services--The IOD (Information on Demand) Experience" (Christine Maxwell); (6) "UMI/IEEE Products" (Pauline Angione Zoellick); and (7) "Image Transmission over Internet: The NAL (National Agricultural Library) Experience" (Gary K. McCone). This report includes the text of the eight papers, a summary of the business session, and five appendices: the meeting agenda; a statement by James H. Billington, the Librarian of Congress; Network Advisory Committee (NAC) criteria for membership; letters to Daniel H. Carter by Henriette D. Avram and George F. J. Mesmer; and the 1989 report of the U.S. National Commission on Libraries and Information and Information Science. (DB)

ED 345 704 IR 015 514

Hayes, Heledd
Education: Guide to European Organizations and Programmes. A Guide to European Organizations Involved in Education, including Individual Programmes and Projects.
PUB DATE- 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Databases; *Distance Education; Elementary Secondary Education; *Foreign Countries; Higher Education; Information Networks; International Educational Exchange; *International Organizations; *Nonschool Educational Programs; Second Language Instruction; Vocational Education; Womens Education
IDENTIFIERS- *Europe (West)

This report presents a guide to European organizations involved

History" (Loren V. Fay); and (12) "Advice on Preserving Family History Photographs and Documents" (Karen Motylewski and Gary Albright). A listing of New York State Library Genealogical Services and a report submitted by the Regents Advisory Council on Libraries to the Board of Regents Cultural Education Committee are also provided. (MAB)

ED 345 721 IR 053 983

Storey, Dee
Censorship and Child-Choice State Book Award Programs.
PUB DATE- Feb 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Awards; *Censorship; Elementary Education; Learning Resources Centers; *Librarian Attitudes; *Library Collection Development; *Library Material Selection; Library Surveys; *Reading Materials; State Programs
IDENTIFIERS- Kansas; Nebraska; South Carolina; Texas

A survey was conducted of randomly selected school library media specialists participating in the Colorado, Kansas, Nebraska, South Carolina, and Texas state "child choice" book award programs to identify any censorship taking place in these programs, and the attitudes of the library media specialists toward such censorship. In most child-choice state book award programs, children and adults nominate books to be placed in competition following specified guidelines. A preliminary list of books is formulated by a selection committee of adults, who pare down the number of titles and arrive at a master list that is distributed throughout the state. To make the selection of titles easier, many book lists are provided to librarians with annotations that include the price, literary genre, and a one-sentence summary. In some state programs, these lists also indicate whether the book would be a good choice for reading aloud. In a number of programs, the master list of nominated titles comes with a disclaimer designed to handle problems that could arise in different areas of the state because of different local values and beliefs. Thus, the list that the children are permitted to vote on can be heavily preselected. The data analyzed here are based on responses received from 55 media specialists from each state, a 20% return rate on the questionnaire. Responses to an open-ended statement on the questionnaire showed that censorship was in operation all five state programs: it was expected and accepted. Problem areas in which censorship was condoned included unacceptable language, subject matter, and situations, and contemporary realistic fiction. Censorship practices identified by the study resulted from the preselection by adults of the books to be voted on by the children. Such "silent censorship" was found to be influenced by teachers' concerns about the suitability of materials for reading aloud; librarians' concerns about the possibility of offending teachers; the omission of controversial books from the master list by the selection committee; and the practice of expurgation of the original book for a paperback edition. However, not all of the respondents condoned the censorship in these programs, and research to determine what librarians and media specialists do to prevent censorship would be helpful. (4 references) (MAB)

ED 345 722 IR 053 986

Evaluating Library Literacy Programs. A Manual for Reporting and services, marketing channels, international connections, union catalog, new ventures, and research. The names, addresses, and telephone numbers of state and regional networks that contract to provide OCLC services and support to OCLC-member and participating libraries appear on the inside back cover of the report. Numerous color graphics and color photographs illustrate the text. (MAB)

ED 345 741 IR 054 044

Rutimann, Hans; Lynn, M. Stuart
Computerization Project of the Archivo General de Indias, Seville, Spain. A Report to the Commission on Preservation and Access.
PUB DATE- Mar 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Archives; Bibliographic Records; Computer Graphics; *Computer System Design; Database Management Systems; Foreign Countries; History; Imagery; Information Dissemination; Information Networks; Local Area Networks; *Preservation; *Records Management
IDENTIFIERS- Columbus (Christopher); Multimedia Materials; North America; South America; *Spanish History; Workstations

The Archivo General de Indias is operating a massive project to preserve and make accessible the contents of the 45 million documents and 7,000 maps and blueprints comprising the written heritage of Spain's 400 years in power in the Americas. The current objective is to scan about 10 percent of the archive (or about 8 million images) in preparation for the 1992 Seville World's Fair and the Columbus quincentenary. The archive was established by Carlos III in 1785 to collect in one place all documents associated with the Spanish colonization of the Americas, and documents date from the 15th through the 19th centuries, inclusive. It is expected that the King of Spain, who is very interested in the project, will officially open the "electronic archive" at the beginning of the quincentenary celebrations. This report provides information on the progress of the project; support being provided by the Ministry of Culture, IBM Spain, the Foundation Areces, and the Archivo itself; the bibliographic database; selection criteria; and the components of the system, i.e., an image database, a bibliographic database, and a management database linked together by an IBM token-ring local area network (LAN). The scanning of images and workstation access are also described. The record structure of the bibliographic database and examples of forms completed by archivists are appended. (Author/MAB)

ED 345 742 IR 054 045

Rutimann, Hans
Preservation and Access in China: Possibilities for Cooperation.
PUB DATE- Mar 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Access to Information; *Archives; *Cooperative Programs; Feasibility Studies; Foreign Countries; Higher Education; Information Technology; Library Collections; Library Cooperation; *Library Materials; Library

sponsoring base of operations, reading the research, planning an approach, establishing a purpose, determining the costs involved, maintaining a mailing list of interested volunteers, and working out a simple system of pre- and post-program evaluation. (JMC)

ED 345 759 JC 920 183

Bowen, Raymond C.
Infusing Technology into Education.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the New Horizons Conference for the Virginia Community College System (Richmond, VA, April 6-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Community Colleges; *Computer Assisted Instruction; Computer Science Education; *Computer Uses in Education; Cooperative Programs; *Curriculum Enrichment; *High Risk Students; *High Schools; Instructional Innovation; School Business Relationship; Teaching Styles; *Technological Advancement; Two Year Colleges
IDENTIFIERS- *City University of New York La Guardia Comm Coll; Technology Education

At LaGuardia Community College (LCC), technology has become central to the college curriculum, and has enriched the college's cooperative and secondary education programs. In addition to employing technology to accommodate various teaching/learning styles at the college, LaGuardia provides students with as many opportunities as possible to use computers in all disciplines. LCC operates 22 instructional, tutoring, and basic skills laboratories in which computers are networked and maintained by faculty and staff. At LCC each matriculated day student participates in three cooperative education internships before graduation. Designed to integrate general and technological education, these internships often expose students to and train them in the application of new technologies in a variety of fields, including health, architecture, business, engineering, and education. LCC also operates two highly successful alternative high schools: the Middle College, designed for high-risk adolescents; and the International High School (IHS), created for immigrant students for whom English is a second language. One factor leading to the success of these two schools has been the incorporation of technology into the curriculum. Upon entry into the schools, all students learn word processing functions, basic programming, and computer graphics and business application programs. Many, previously considered "high risk" or "language deficient," become involved in the advanced manipulation of technology through innovative courses. For example, "Motion," a course taught jointly by faculty from LCC and IHS, employs computer-assisted instruction and a thematic, interdisciplinary approach to teach high school students math, physics, literature, and physical education. (JMC)

ED 345 760 JC 920 214

Cooper, James L.; And Others
Cooperative/Collaborative Learning: Research and Practice (Primarily) at the Collegiate Level, Parts I and II.
PUB DATE- 91

students representing seven cohorts (1980 to 1986) over a 4-year period, and matching entering enrollment files with subsequent enrollment and graduation files from all public two- and four-year campuses in Maryland. A review of Maryland's success trends revealed the following: (1) 46% of the cohort entering in fall 1986 had either transferred, graduated, or were still enrolled after four years, an increase of 4% over the 1980 cohort; (2) colleges with the highest success rates were most often located in rural areas or smaller towns and had a higher concentration of full-time students; (3) within peer colleges (grouped by size and location) those with the highest success rates had traditions of strong academic advising systems, computer-assisted audits of progress toward degrees, and younger student bodies; (4) transfer rates increased from 21% for the 1980 cohort to over 26% for the 1986 cohort; (5) the graduation rate increased from 18% to 20% over the seven cohorts; (6) between 8% and 10% of the cohorts were still enrolled at the end of the 4-year tracking period; (7) the success rate of African-American students increased (27% for 1980 vs 28% for 1986), but remained lower than that of White students (46% for 1980 vs 52% for 1986); and (8) the success rate of male students increased from 39% to 44%, while the rate for female students increased from 42% to 49%. Five data tables, a graph and six references are included. (JSP)

ED 345 777   JC 920 253

Ferry, Cliff
Employer Occupational Needs Assessment, Elko, Nevada, Spring, 1991. Final Report.
SPONS. AGENCY- Nevada State Dept. of Education, Carson City. Occupational Education Branch.
PUB DATE- 91
NOTE- 14p.; Project funded in part by a Carl D. Perkins Vocational Education Act Grant.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Community Colleges; Courses; Demand Occupations; *Employer Attitudes; Interviews; *Job Skills; *Job Training; Labor Force Development; *Labor Needs; Needs Assessment; Occupational Surveys; Two Year Colleges; *Vocational Education

In spring 1991, a survey was conducted by Northern Nevada Community College (NNCC) to determine the vocational education needs of local employers. Ninety-one employers were interviewed at their worksites using a modified open-ended question approach. Survey findings included the following: (1) employers most frequently used newspapers to obtain information about the college; (2) 68% of the employers had employees who had attended NNCC; (3) employers most frequently recommended that seminars, workshops, and short courses focus on computer education, while areas not currently well covered by NNCC offerings, but of interest to employers, included personnel administration, marketing/advertising, and office management; (4) 48% of the employers wanted more evening, weekend, and one-day seminars and more flexible scheduling; (5) although a number of different new certificate/associate degree programs were suggested by the employers, no one program was suggested by more than three respondents; (6) 75% of the employers expressed an interest in learning more about cooperative education; (7) 24% of the employers reported having limited English-speaking employees, and all but one of these wanted more information about NNCC's English as a Second Language

ED 345 793 JC 920 273

Welding and Fabricating Technology Program Needs Assessment.
PUB DATE- May 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Employer Attitudes; Employment Projections; Job Training; *Labor Market; *Labor Needs; *Manufacturing; Needs Assessment; Occupational Surveys; Postsecondary Education; Questionnaires; *Student Attitudes; Telephone Surveys; Two Year Colleges; *Welding

In 1992, Oakland Community College (OCC) conducted a needs assessment study to assist in reviewing and evaluating proposed changes to the college's existing Welding and Fabricating Program. A literature review was undertaken, examining industry forecasts, related programs at other institutions of higher education, and data supplied by the U.S. Department of Labor, Michigan Occupational Information System (MOIS), and the Michigan Employment Security Commission. In addition, phone surveys of local welding industry employers (n=39) and of students enrolled in OCC welding courses in fall 1991 and winter 1992 (n=28, a 63% response) were conducted. Highlighted findings included the following: (1) the welding industry was predicted to grow by 6% per year over the next 6 years; (2) 58% of employers surveyed rated welding as a good or excellent field to enter; (3) 85% of employers indicated that they were not currently hiring entry-level personnel; (4) future employment in welding was predicted to decline overall; (5) the preferred credential for employment among employers surveyed was prior work experience (36%), while 5% required an associate degree, and an additional 5% required a one-year certificate; (6) a considerable number of community colleges in Michigan were currently reviewing or phasing out their welding programs; and (7) the OCC student survey indicated a high level of satisfaction with the content and quality of welding instruction. Appendixes provide an information flyer on OCC's proposed one-year welding certificate program, enrollment data, a marketing plan, survey instruments and responses, and a list of respondents. Includes 12 references. (JMC)

ED 345 794 JC 920 274

Communications Arts and Technology Program Needs Assessment.
PUB DATE- Mar 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communications; Community Colleges; *Employer Attitudes; Employment Projections; *Information Science Education; Job Training; *Labor Market; *Labor Needs; *Mass Media; Needs Assessment; Occupational Surveys; Questionnaires; Two Year Colleges
IDENTIFIERS- *Video Production

In 1992, Oakland Community College conducted a needs assessment study to assist in reviewing and evaluating proposed changes to the college's existing Communications Arts and Technology Program. Businesses and employers in the communications field were surveyed (n=40) regarding employment requirements and salaries and an examination of local cost-of-living data. PVCC salary data were compared internally, examining such factors as sex, rank, degree qualification, and seniority; and externally, looking at appropriate state, regional, and national salary data. Study findings included the following: (1) the average full-time teaching faculty salary at PVCC in 1990-91 was $34,089; (2) a strong correlation existed between salary received and rank, degree held, and years of service; (3) the average, minimum, and maximum salaries for women were lower than those for men, with men earning an average of $3,678 more than women; (4) faculty at PVCC earned on average of $1,308 (3.7%) less than faculty in the Virginia Community College System (VCCS), and $2,834 less than the national average; (5) the average administrative faculty salary in 1990-91 was $43,713; (6) a strong correlation existed between administrative faculty salary and administrative level, rank, and highest degree earned, while the correlation between salary and years of service at PVCC was weak; (7) PVCC's average administrative faculty salary was $4,386 (9.1%) lower than the VCCS administrative faculty salary average and $8,733 (16.7%) lower than the school with the highest average; (8) the average adjunct faculty salary at PVCC in fall 1990 was $384 per credit hour; (9) the average classified staff salary at PVCC in 1990-91 was $20,349; and (10) through analysis of housing costs, tax bills, and other cost-of-living indices, the Charlottesville/Albemarle County area was shown to be one of the more expensive in the state. (JMC)

ED 345 811 JC 920 295

Head, Ronald B.
The Academic Performance of PVCC Students Transferring to Virginia Public Senior Institutions of Higher Education, 1990-91. PVCC Institutional Research Brief. Brief No. 92-3.
PUB DATE- May 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; Enrollment Trends; Followup Studies; *Grade Point Average; Higher Education; Tables (Data); Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- *Piedmont Virginia Community College

Following a legislative mandate that required public four-year colleges and universities in Virginia to report the academic progress of community college transfer students, seven senior institutions submitted data to Piedmont Virginia Community College (PVCC) on the progress of PVCC transfer students. According to the submitted data, 176 PVCC students transferred to one of the following senior institutions: George Mason University; James Madison University (JMU); Longwood College; Old Dominion University; the University of Virginia (UVa); Virginia Polytechnic Institute and State University (VPI); and Virginia Commonwealth University. Analyses of the information provided by the four-year institutions revealed the following: (1) 37.5% of the transfer students were graduates of PVCC; (2) academically, PVCC transfer students performed about as well as all students at public senior institutions in Virginia; (3) the majority of PVCC transfers to Virginia public senior institutions of higher education in 1990-91 transferred to UVa (40.9%) or JMU (22.7%); (4) for all PVCC transfers, the average grade point average (GPA) was 2.927; (5) for all PVCC programs except nursing, students' GPA's at the four-year institutions

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Role; *Community Attitudes; Community Colleges; Community Surveys; *Educational Needs; Educational Quality; High Schools; Needs Assessment; Questionnaires; *School Community Relationship; *School Effectiveness; *School Personnel; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Environmental Scanning
As part of the Southern Association of Colleges and Schools self-study process for reaffirmation of accreditation, Gainesville College (GC) conducted its second decennial needs assessment survey in fall 1990 to obtain data to assist in college planning and program improvement. Separate survey instruments were developed to gather data from community leaders (n=90) and area high school principals and counselors (n=43). Selected findings included the following: (1) GC's convenient location, small size, reasonable cost, and open-door admissions policy emerged as the college's greatest assets; (2) community leaders felt that GC's transfer and career programs were most important, while high school principals and counselors thought the college should place more emphasis on its transfer and developmental studies programs; (3) GC students were perceived to be well-prepared for transfer to four-year institutions; (4) the college was encouraged to become more involved with local high schools through presentations, summer programs, and other activities; (5) a need existed to increase the visibility of the college; (6) respondents recommended expanding CG in the areas of offerings beyond the two-year degree level; cooperative activities with other schools, colleges, and technical institutes; business and language/multicultural areas; off-campus settings; creative scheduling; and intercollegiate athletics; and (7) there was a need for some type of student housing. Related data tables, and the survey instruments are appended. A paper focusing on the study's methodology, "Environmental Scanning through a Community Needs Assessment," by Norma R. Seerley and J. Foster Watkins, is also attached. (JSP)

ED 345 828 PS 020 233

Ward, Pat, Ed.
The Partnership Guide: Strategies for Supporting Family Day Care in Your Community.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; AT&T Foundation, New York, NY.; Ford Foundation, New York, N.Y.; Levi Strauss Foundation, Inc., San Francisco, Calif.; Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; Advocacy; *Agency Cooperation; Child Caregivers; *Community Development; Community Programs; Community Resources; *Community Support; *Family Day Care; *Financial Support; Leadership; Needs Assessment; Organizations (Groups); Parent Role; Preschool Children; Preschool Education; Program Evaluation; Volunteers
IDENTIFIERS- *Advisor Role; Community Needs; National Council of

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Cognitive Psychology; Elementary Education; *Learning Theories; Models; *Perceptual Development; *Problem Solving; *Schemata (Cognition); *Thinking Skills
IDENTIFIERS- *Constructivist Thinking

All contemporary learning theorists agree on the advantages of involving students in authentic problem-solving activities in both in-school and out-of-school contexts. Approaches which use real-world problems as learning tools fit well with: (1) the strategy-based, performance model advanced by information processors; (2) the impasse or perturbation learning model advanced by constructivists; and (3) the socially mediated, apprenticeship model advanced by the cultural anthropologists. Despite its pedagogical popularity, a focus on instrumental problem-solving is subject to criticism because it downplays the role of accommodation in human learning and the transformative role of experience in education. The tendency in this approach is to define the world in negative terms, as a series of obstacles or impediments to overcome. Recent theorists disagree about whether impasse or perturbation facilitates development. There is also considerable disagreement about Vygotsky's perception of the fluid boundary that separates scientific and everyday ways of knowing and its use to support apprenticeship-like, instrumental problem-solving approaches to learning and teaching. An alternative view, idea-based constructivism, focuses more on the possibilities than on the problems inherent in particular situations. Ideas represent perceptual schemata that anticipate the information that might be presented by a particular environment, and hence can "educate attention." Teaching children to be open to perceiving possibilities rather than problems should be a high priority in education. The booklet contains 68 references. (AC)

ED 345 846 PS 020 536

Halfon, Neal; And Others
Health and Mental Health Service Utilization by Children in Foster Care in California. California Policy Seminar Research Report.
PUB DATE- 90
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Child Health; *Children; Child Welfare; Early Intervention; *Foster Care; Foster Children; Health Care Costs; *Health Services; Hospitalized Children; Mental Health; Questionnaires
IDENTIFIERS- *California; Policy Implications; *Service Utilization

This report examines the use of health care services by children enrolled in Medi-Cal, California's counterpart to Medicaid, and the Child Health and Disability Prevention (CHDP) program. Expenditures related to these services are also examined. Data for the report were derived from utilization and expenditure data from Medi-Cal and CHDP. Analysis of the data revealed that, in comparison to other children, children in foster care: (1) use more Medi-Cal services, which cost more per child; (2) are more likely to use mental health services; (3) are

DESCRIPTORS- Child Development Centers; Comparative Analysis;
*Day Care Centers; Educational Quality; Foreign Countries;
Infants; Preschool Education; *Preschool Teachers;
*Professional Recognition; Program Descriptions; Supply and
Demand; *Teacher Education; *Teacher Qualifications; Toddlers
IDENTIFIERS- *Great Britain; *New Zealand; United States

Drawing from the personal visits of an early childhood specialist to centers for infants and toddlers in Britain and the United States, this paper focuses on issues of teacher education, deregistration, and professionalism. Introductory material describes the child care situation in Aotearoa, New Zealand, highlighting the increasing demand for places for infants and toddlers in early childhood centers; the availability and funding of infant/toddler day care; and the poor quality of care provided by visited centers in Wellington, New Zealand. The next two sections offer overviews of infant and toddler programs in Great Britain and the United States. Each provides information about centers in the two countries and discusses lessons to be learned. The final section describes the characteristics of a high quality infant and toddler environment, focusing on elements that affect staff members as well as those that affect children. In comparison with the early childhood professionals in the United States and Great Britain, those in New Zealand are reported to lack a recognized professional status. The impact of this lack of status and the condition of teacher training and qualifications is discussed. Finally, four indicators of professionalism are discussed: (1) a clearly defined role as a teacher supported by a clearly defined philosophy of early childhood education; (2) a recognized body of knowledge and training with 3- or 4-year program options and specialist training for working with infants and toddlers; (3) service funding to ensure parent access to high quality child care; and (4) advocacy by and for early childhood professionals. (AC)

ED 345 863 PS 020 575

Craig-Waite, Ava
Increasing Awareness of Parental Use of Over-the-Counter Drugs as
a Behavior Model for Preschool Children through Activity
Lectures and Discussion.
PUB DATE- 91
NOTE- 98p.; Ed.D. Practicum Report, Nova University. Table of
Contents may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beliefs; Childhood Attitudes; Drug Abuse; *Drug
Education; *Drug Use; Higher Education; *Modeling (Psychology);
Parent Attitudes; Parent Child Relationship; *Parent Education;
*Parent Influence; Parents; Preschool Education; Socialization;
*Young Children
IDENTIFIERS- Behavior Modeling; *Nonprescription Drugs;
Proprietary Drugs; Self Care

The goals of this practicum were to encourage parents to assess their use of over-the-counter drugs as a behavior model for children and to increase parental knowledge about over-the-counter drugs. Parents attended three "activity lectures," that is, lectures that included group activities and discussion. Before the activity lectures, parents were given reading materials and before and after the lectures, parents were tested on their knowledge of proprietary drugs. After the lectures, parents' written paragraphs revealed an increase in

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Books; Check Lists; Class Activities; *Classroom Design; *Classroom Environment; *Day Care Centers; Dramatic Play; Early Childhood Education; *Facility Improvement; *Learning Centers (Classroom); Playground Activities; *Playgrounds; Toys
IDENTIFIERS- Blocks; SandPlay

SHAPES--an acronym for the South Plains Child Care Management Services (SpCCMS) Helping, Assisting and Preparing Educators and Staff--is also the name of a preschool readiness curriculum that is being developed for use by administrators and teachers. The first phase of the curriculum development consists of the publication of five books to be used in training teaching staff. The present text is the fourth book in the series. This book is a guide for developing the physical environment of a day care center. It provides suggestions for furnishing classrooms and designing playgrounds, and summarizes the properties of learning center environments. Chapter 1 discusses the updating of indoor environments. Chapters 2 through 7 offer suggestions on arranging classroom areas for: (1) block play; (2) housekeeping or dramatic play; (3) library activities, including reading, listening, and writing; (4) art activities; (5) playing with table toys; and (6) sand and water play. Chapter 8 describes several methods of rotating children through classroom learning centers. Ways to save money when furnishing and maintaining learning centers, and ways to keep learning centers interesting, are suggested in Chapter 9. Chapter 10 discusses playground improvement. The chapter includes a playground maintenance checklist and pictures that illustrate various playground activities. (BC)

ED 345 882 PS 020 640

Riley, Mary Tom
Training with the Trainer's Manual. SHAPES.
SPONS. AGENCY- South Plains Community Action Association, Lubbock, TX.; Texas State Dept. of Human Services, Austin.
PUB DATE- 91
NOTE- 20p.; For other books in this five-book series, see PS 020 636-639.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Curriculum Evaluation; Early Childhood Education; *Inservice Teacher Education; Program Evaluation; Questionnaires; *Teacher Educators; *Training Methods; *Workshops
IDENTIFIERS- Agenda Preparation (Meetings); Training Materials

SHAPES--an acronym for the South Plains Child Care Management Services (SpCCMS) Helping, Assisting and Preparing Educators and Staff--is also the name of a preschool readiness curriculum that is being developed for use by administrators and teachers. The first phase of the curriculum development consists of the publication of five books to be used in training teaching staff. The present text is the fifth book in the series. It describes the ways in which preschool teachers can use the other four books in the series. It also discusses qualifications for trainers and the amount of time that should be devoted to training. A list of tips and techniques for controversy surrounds their use and there is little empirical evidence concerning their validity. Changes in team building (group) and individual behaviors were assessed among 43 OBET participants who were managers or professional employees of an electrical products manufacturing company. Participants attended a 2.5-day OBET program integrating classroom and experiential activities. About two-thirds of the program was experiential in nature, using both low-ropes and high-ropes activities. The average age of participants was 43 years; 12% were female. Participants and a control group completed a self-report questionnaire immediately prior to training and 4 months after training. Results indicate a significant increase in work group awareness and acceptance of change for participants, but not for the control group. Neither group showed changes in work locus of control, trust in peers, self-esteem at work, or group (task) effectiveness. Management observers felt strongly that those employees who participated in OBET worked together more smoothly after training. (SV)

ED 345 900 RC 018 675

Wagner, Richard J.
Annotated Bibliography for Experience-Based Training & Development and Outdoor Training.
PUB DATE- Mar 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adventure Education; Annotated Bibliographies; Corporate Education; *Experiential Learning; Group Dynamics; *Individual Development; *Leadership Training; Learning Activities; *Outdoor Education; Team Training

This annotated bibliography contains 65 entries on outdoor experiential training, including journal articles, conference papers, newspaper and magazine articles, television broadcasts, books, and unpublished manuscripts. Most items are descriptions or evaluations of programs and models of outdoor-based experiential training for personal development. Such programs are designed for corporate employees and managers, graduate students, and adolescents. Objectives include team building, personal growth, development of wilderness skills, leadership training, development of communication and human relations skills, and improved self-esteem and group trust. Several entries address program risks and employer liability and question the value or effectiveness of these programs. Nine entries concern Outward Bound programs. (SV)

ED 345 901 RC 018 676

Warner, Linda Sue
Matriarchal Decision-Making.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the "Colors of the Heart" Conference of the National Association for Women in Education (San Antonio, TX, March 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Culture; *American Indians; *Cognitive Dissonance; Cultural Influences; *Decision Making; Higher Education; Racial Bias; Sex Bias; *Sex Role; Supervisors; *Women Administrators

ED 345 464 EC 301 225

Stile, Stephen W.; And Others
Post-Preschool Placement of Young Students with Developmental Disabilities Exiting Public Special Education Preschool Programs. Final Report.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Special Education.
PUB DATE- Apr 92
NOTE- 31p.; For an earlier report, see ED 334 754.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Delivery Systems; *Developmental Disabilities; *Early Intervention; Elementary Education; Elementary School Students; Followup Studies; *Mainstreaming; *Outcomes of Education; Preschool Education; Special Classes; Special Education; *Student Placement
IDENTIFIERS- New Mexico

This study investigated initial placements, current placements, and stability of placements for 2,643 graduates of special education preschool programs for children (ages 3-4 years) with developmental disabilities from 74 New Mexico school districts during the first 5 years of such programming (1986-87 to 1990-91). Major findings were that 10% of the graduates were initially placed in regular education, 41% in regular education with support, and 42% in self-contained classrooms. Seven percent of the graduates had either moved and/or were in other placements (e.g., private schools). Placements then stabilized at approximately 11% in regular education, 35% in regular education with support, 45% in self-contained classrooms, and 7% moved and/or other placements. Data indicate that placements in integrated settings are increasing each year, while placements in self-contained settings are decreasing. Six recommendations are made based upon analysis of the data, and a five-step action plan is presented to bring about needed changes and measure the impact of change. (10 references) (Author/JDD)

ED 345 465 EC 301 226

Fuchs, Douglas; And Others
Where Is the Research on Consultation Effectiveness?
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Books; *Consultants; *Consultation Programs; *Disabilities; Doctoral Dissertations; Elementary Secondary Education; Literature Reviews; Program Effectiveness; Program Evaluation; Psychology; *Research Needs; Research Reports; Scholarly Journals; Special Education

This paper describes the empirical literature on consultation effectiveness from 1961-1989, based on a review of journals and a computer search of online databases that identified 119 journal articles, book chapters, and monographs and 59 dissertation abstracts. The median number of data-based publications exploring consultation effectiveness was less than

(080)
DESCRIPTORS- Comparative Analysis; Educational Objectives; *French; Grading; *Language Teachers; *Native Speakers; Questionnaires; *Second Language Instruction; Second Language Learning; *Student Evaluation; *Writing Skills

Given the strengths and weaknesses of previous research on second language writing, a study was undertaken to investigate the comments made by six native speaker (NS) and non-native speaker (NNS) teachers of intermediate French regarding compositions written by their students. The teachers were asked to grade a set of regularly scheduled compositions, the first few silently and the next three aloud, commenting orally as they read and marked the compositions. This think-aloud protocol was audiotaped. Remaining papers were graded silently. The teachers were then asked to rate the comments they had marked on the three think-aloud papers. Follow-up interviews several weeks later focused on teachers' attitudes toward writing and feedback. Comments were categorized in terms of sentence level and lower concerns, comments beyond the sentence level, and comments regarding pedagogical issues. The cases indicate that teacher response is fairly uniform, with sentence level concerns the clear focus of both oral and written comments. It is suggested that there is a need for an increased awareness about goals in second language learning. The comparative results are tabulated. Contains 21 references. (LB)

ED 345 484 FL 019 500

Moragne e Silva, Michele
Is the Process of Composing in a Second Language Similar to Composing in the First?
PUB DATE- 88
NOTE- 11p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; English (Second Language); Language Acquisition; Language Research; *Native Speakers; *Second Language Learning; *Writing Processes; Writing Research; *Writing Skills

The questions of if and how writing in a second language is the same as writing in the first were investigated in a review of the literature. After a review of research in first language (L1) composing since Emig's 1971 "composing aloud" study, research in second language (L2) composing is also examined. Studies on the relationship between L1 and L2 composing includes both children in bilingual programs and adult subjects. It is concluded that, given the current data in L1 and L2 composing processes, the question of similarity between the two cannot be answered with any certainty. In general, studies of child and adult composers show a high transfer of composing skills from the L1 into L2 composing. However, it is clear that research in the composing process of native English speakers writing in English is not always generalizable to non-native English-speaking writers. Contains 33 references. (LB)

ED 345 485 FL 019 501

Baldzikowski, Michael
Second Language Speech Perception: The Flip Side of the Phonological Coin.
PUB DATE- 88
NOTE- 16p.; For the journal as a whole, see FL 019 498.

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Applied Linguistics; Bilingualism; Discourse Analysis; Elementary Education; English; Foreign Countries; *Immersion Programs; Interpersonal Communication; *Language Acquisition; *Language of Instruction; Language Research; *Language Role; Language Tests; Mothers; *Multilingualism; Parent Child Relationship; Regional Dialects; Syntax; Test Use; Uncommonly Taught Languages
IDENTIFIERS- Canada; *English (Irish)

Articles in this issue of a journal on applied linguistics include: "Multilingualism as a Relaxed Affair: The Case of the Western Canadian Halfbreeds" (Patrick C. Douaud); "Testing a Group of Bilingual Children with the Bilingual Syntax Measure" (Christine Helot); "Two Years On: A Sample of Mother Child Interaction in a Second Language" (Maire Owens); "Schooling Through L2 -- Its Effect on Cognitive and Academic Development" (Gearoid O Ciarain); "The Potential for Irish-English Dual-Medium Instruction in the Primary School" (Liam Mac Mathuna); "Discourse Analysis and Language Acquisition" (Michael F. McTear); "Pre-primary Education Through the Medium of Lesser Used Languages" (Helen O Murchu); and "Bilingualism and the Genesis of Hiberno-English Syntax" (Jeffrey L. Kallen). (MSE)

ED 345 506 FL 019 958

Freeman, Donald
Language Teacher Education, Emerging Discourse, and Change in Classroom Practice.
PUB DATE- Apr 91
NOTE- 24p.; Paper presented at an International Congress on Teacher Education in Second Language Teaching (1st, Hong Kong, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Language Teachers; Second Language Instruction; *Socialization; Teacher Attitudes; *Teacher Education; *Teacher Role; Teaching Methods; *Theory Practice Relationship

A discussion of teacher education for second-language teachers argues that this training has generally been based on two misguided premises: that teaching is the execution of activity in classrooms; and that it involves shaping that activity to reflect some broadly held perceptions of effective classroom pedagogy. Two alternatives are proposed: that teaching involves both thinking and doing; and that the effects of teacher education lie less in influencing how teachers behave than in recasting how they think about what they do in classrooms. The discussion integrates two elements: an 18-month research project on the influences of teacher education on teachers' understandings of their teaching; and a conceptual argument that extends those findings to raise larger questions about the nature and processes of second language teacher education. It is organized around six statements that build an argument for a different view of teacher education, one based on the conceptualization of socialization into professional discourse. (38 references) (MSE)

ED 345 507 FL 019 959

Buss); "The Effect of Markedness on Epenthesis in Spanish/English Interlanguage" (Robert S. Carlisle); "Proficiency-Based Instruction: Implications for Methodology" (Alice Omaggio Hadley); "Interpreting Indian English Expository Prose" (Yamuna Kachru); "The Effects of Socialization on Cognitive Style and Second Language Learning Among Southeast Asian Refugees" (Dana Conner Ritchie); "Exploring the Relationship between Second Language Acquisition and Foreign Language Learning" (Bill VanPatten, James F. Lee); "What Is FLL Research?" (Claire J. Kramsch); "In Second Language Acquisition/Foreign Language Learning, Nothing Is More Practical than a Good Theory" (Sandra J. Savignon); "Theory and Research in SLA and FLL: On Producers and Consumers" (Bill VanPatten); and "Models, Processes, Principles, and Strategies: Second Language Acquisition In and Out of the Classroom" (Roger W. Andersen). (MSE)

ED 345 526   FL 020 222

Buss, Carol A.
The "ng" Challenge: Five Simple Rules for Pronunciation Prediction.
PUB DATE- 88
NOTE- 15p.; For the complete volume, see FL 020 221.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Class Activities; Classroom Techniques; Diachronic Linguistics; *English (Second Language); *Language Patterns; *Phoneme Grapheme Correspondence; *Phonology; *Pronunciation Instruction; Second Language Learning; *Spelling

The importance of training second language learners in the patterns of occurrence of certain phonemes is discussed, focusing on the use of spelling as a primary predictor of pronunciation. Four different pronunciations of "ng" in English (as in "engaging, singer, changing, dangle") are used to illustrate this principle. A review of pronunciation literature relating to "ng" suggests that not only is useful instructional material on this sound-symbol relationship needed, there is also a general need for prediction skill development in the second language class. The phonological evolution of this particular spelling is then chronicled. Two analyses of the pronunciation of "ng" spelling patterns follow: one technical and one pedagogical. In the first, rules of consonant-correspondence patterns that account for the various pronunciation patterns are outlined. In the second, these rules are adapted for classroom use. Additional consideration and suggestions for classroom presentation of the rules for specific student needs, instructional levels, or teaching purposes are presented. A series of sample exercises to help students learn and apply the patterns concludes the discussion. A brief bibliography is included. (MSE)

ED 345 527   FL 020 223

Carlisle, Robert S.
The Effect of Markedness on Epenthesis in Spanish/English Interlanguage Phonology.
PUB DATE- 88
NOTE- 11p.; For the complete volume, see FL 020 221.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bachelors Degrees; *Business Administration Education; Business Communication; College Freshmen; College Seniors; Curriculum Development; *Degree Requirements; Educational Background; *Global Approach; Higher Education; *Intercultural Communication; International Studies; Majors (Students); Program Descriptions; Program Design; Program Evaluation; *Second Languages; *Student Attitudes; Student Educational Objectives; Surveys
IDENTIFIERS- *Murray State University KY

Murray State University (Kentucky) has approached the internationalization of the business curriculum by creating a bachelor of arts degree program requiring 2 years of foreign language study. To assess the program's overall success, three student surveys were undertaken. The first polled entering freshman business students in fall 1990 about their high school foreign language study and plans for such study in college. The second polled business students in foreign language classes about their degree plans and reasons for pursuing language study. The third surveyed seniors graduating in the 1991 calendar year about their foreign language study and international education activities. Results are presented. It is concluded that: (1) a growing majority of business students enter the university with some high school foreign language background; (2) introduction and active promotion of the new bachelor's degree program option increased foreign language study among business students; (3) almost a third of the language students who are also studying business are pursuing majors or minors in a foreign language, suggesting some cross-fertilization of disciplines; and (4) business students studying foreign languages appear much more likely to participate in a range of international education activities. Far-ranging student and institutional benefits are seen. (Author/MSE)

ED 345 546 FL 020 334

Novack, Frances
Business Languages: Teaching Culture through a Regional Focus.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Course Content; *Cultural Education; Curriculum Design; Economics; Foreign Countries; *French; Higher Education; *Regional Characteristics; Second Language Instruction; *Second Languages
IDENTIFIERS- Authentic Materials; *France (Brittany)

One method used to examine a target culture is to focus on a single region of a target language country, approaching all the issues normally raised in a culture class through the perspective of that region. The coherence this adds to class activities and overall class structure, the manageability of topics, and the opportunity to work with a range of authentic materials are advantages of the regional focus. A course using Brittany, a French province, as its selected region illustrates the method. An early class activity is the study of the

than that of the Spanish-English balanced bilingual, suggesting a process of speech accommodation. Additional differences between semi-speakers and fluent speakers are discussed. Contains 22 references. (LB)

ED 345 565 FL 020 391

Kester, Donald L.
Bridging the Gap: A Sheltered Approach to Language Acquisition and Academic Success. Third Evaluation Report (1990-1991). A Chinese, Japanese, and Korean Transitional Bilingual Program Funded under Title VII of the Elementary and Secondary Education Act in Torrance Unified School District, Torrance, California.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 58p.; For first two evaluation reports, see ED 324 973 and ED 343 424.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Asian Americans; *Bilingual Education Programs; Cultural Awareness; Data Collection; *English (Second Language); Federal Programs; Inservice Teacher Education; Junior High Schools; *Language Acquisition; *Limited English Speaking; Middle Schools; *Second Language Learning; Transitional Programs
IDENTIFIERS- Middle School Students; Torrance Unified School District CA

Achievements made during the third year of a transitional bilingual program for Chinese, Japanese, and Korean middle school students in the Torrance Unified School District (CA) are reported. The project focused on four goal areas: student instruction, staff development, materials, and parent involvement and education. At each of the district's six middle schools, the evaluation sampled the following: Limited English Proficient (LEP) students from each of the three language groups; three curriculum areas (English as a Second Language, social studies, and science); and sixth, seventh, and eighth grade levels. The findings suggest that the project met 89 percent of its objectives. It is concluded that more work needs to be done in the areas of inservice training, sheltering, and cultural awareness. Twelve tables supplement the narrative, and 15 pages of student work are appended. (LB)

ED 345 566 FL 020 392

Skutnabb-Kangas, Tove; Phillipson, Robert
Educational Strategies in Multilingual Contexts. ROLIG Papir No. 35.
PUB DATE- Jan 85
NOTE- 126p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Colonialism; Communicative Competence (Languages); Developing Nations; *Educational Strategies; Elementary Secondary Education; English (Second Language); Foreign Countries; *Intercultural Communication; *Language of Instruction; *Language Planning; Language Research; *Language Role; Minority Groups; *Multilingualism
IDENTIFIERS- Denmark; Finland; Namibia; Norway; Scandinavia;

Mentality"; "The Teacher's Way to Develop Students' Language Skills"; "The Comic as a Device in Intensive Foreign Language Teaching"; "Suggestopedia in Primary School"; "Three Cornerstones of Intensive Learning"; "Some Problems of Anatomy, Physiology and Biochemistry of Cerebral Activities in the Global-Artistic Approach in Suggestopedagogic Training"; "The Integrity of the Personality in Suggestopedagogic Training"; "Methods of Application of Suggestopedagogic Art in Different School Subjects"; "Conclusions of Complex Psychopedagogical Research and Physiological Measurements of the Effect of the Suggestopedagogic Forms of Art on the Trainees; "Teaching New Educational Content by Melodrama and Recital"; "Contrast in Communication and in the Educational Process"; "Suggestological Realization and Development of the Global Approach in Foreign Language Teaching"; "Suggestologists' and Suggestopedagogues' Spoken and Vocal Voice Training"; "Investigation of Rote Memory Learning and Vocabulary Skill Building Comparing Superlearning and Direct Instruction." "SALT and the Madeline Hunter Model"; "Contrast in Communication and in the Educational Process"; "Summaries and Text Processing: Effects of Format and Integration Strategies"; "A Textbook of Russian for Foreigners"; "Diagnostic Trance: Its Value in the School Environment"; "Accelerate the Learning!" "The Introduction of Suggestopedia into Israel"; "An Application of the Semantic Differential for Assessing Pupils' Attitudes to Teaching"; "Suggestion in SALT vs. Suggestopedia"; "The Use of Brain Research as a Basis for Evaluating Integrative Approaches to Education." (LB)

ED 345 585 FL 020 429

Watts, Francoise
The Cultural Implications of International Business: Three French Experiments in the United States and Their Classroom Dimension.
PUB DATE- 4 Apr 91
NOTE- 13p.; Paper presented at the Eastern Michigan University Conference on Languages for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Communication; Comparative Analysis; *Cultural Context; Employer Employee Relationship; Foreign Countries; *French; Higher Education; *International Trade; *Organizational Climate; Second Language Instruction; *Work Environment

The role that international businesses can play in local foreign language instruction is described based on experiences in teaching French at a women's college in Virginia. Personal contacts have brought French businessmen into the classroom and have provided students with an understanding of the relevance of their studies, provided an outreach into the real world, and created an opportunity for discussions about cultural similarities and differences. This paper summarizes those contacts and then discusses the American business environment from the perspective of French businessmen in America. Topics include working conditions such as working hours and vacations, human relationships such as forms of address and use of first names, social philosophy such as "esprit de corps" and employer/employee relationships, and the cultural environment. It is concluded that individuality and optimism are important values in both French and American cultures but they are expressed differently. (LB)

PUB DATE- 92
NOTE- 21p.; For an earlier report, see ED 299 867.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; *Corporate Support; Donors; *Educational Finance; Elementary Secondary Education; Higher Education; Private Financial Support; School Business Relationship; Trend Analysis

A study was done of corporate support for education in 1990 using information from two surveys of business contributions and support, the Survey of Corporate Contributions (jointly sponsored by the Council for Aid to Education and The Conference Board) and the Council's Voluntary Support of Education survey (co-sponsored with the Council for the Support of Education and the National Association of Independent Schools). For 1990, 339 companies returned questionnaires. Highlights of the surveys included the following: (1) education received the largest share, 41 percent or $773 million, of the $1.89 billion reported given to specific causes in 1990; (2) colleges and universities secured 78 percent of the education dollars, up from 74 percent in 1989, with increased matching gift dollars accounting for the rise. The share of education support directed to precollege education essentially unchanged, at 11 percent; (3) gifts of company products and property fell, both as a share of giving to education and as a share of total contributions, with cash gifts climbing from 84 percent of all contributions to over 88 percent; (4) consolidated charitable contributions by corporations and their foundations to organizations in the United States were estimated at $6 billion in 1990, a 2 percent increase over 1989 and a continuation of the slow growth that began in 1988. Included are 15 tables and 12 figures. (JB)

ED 345 606 HE 025 499

Lavin, David E.; Hyllegard, David
Higher Educational Opportunity, Marriage, and the Formation of a College Educated Class: Consolidating the Gains of an Open-Admissions Policy.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 92
NOTE- 37p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Access to Education; Black Students; *Disadvantaged Youth; Family Status; *Higher Education; Hispanic Americans; Longitudinal Studies; Marriage; Minority Groups; Open Enrollment; Outcomes of Education; Public Policy; Social Change; Socioeconomic Influences
IDENTIFIERS- City University of New York

A study and analysis was done of the contributions that open-admissions at City University of New York (CUNY) have made to the development and growth of a college educated class of men and women, especially minorities. In particular the analysis examined the marital, education, and economic contexts in which the children of participants in open-admissions CUNY are living and considered the implications of these contexts for their

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Colleges; Comparative Analysis; *Degrees (Academic); *Educational Trends; *Ethnic Groups; Females; Higher Education; *Intellectual Disciplines; Males; Minority Groups; National Surveys; Race; *Sex; Trend Analysis; Universities

This report presents data, collected from 3,532 institutions of higher education within the 50 states and the District of Columbia, concerning the number of degrees conferred by these accredited institutions over the 10-year period from 1980-81 to 1989-90. Primary data sources were the Higher Education General Information Survey (HEGIS) for 1980-81 through 1984-85 and the Integrated Postsecondary Education Data System (IPEDS) for 1986-87 through 1989-90. Tables of data, comprising 85 percent of the report, list the following information: (1) numbers and percentages of degrees conferred by level of degree and sex without regard to race/ethnicity; (2) numbers and percentages of degrees conferred by level of degree and race/ethnicity without regard to sex; (3) numbers of degrees conferred and average annual percentage change by level of degree and field of study without regard to sex or race/ethnicity; (4) numbers of degrees conferred by sex, race/ethnicity, and field of study. In addition, individual tables present the same type of data specific to each level of degree (i.e., associate's, bachelor's, master's, doctor's, and first professional). The appendix provides the total number of associate's, bachelor's, master's, and doctor's degrees conferred in 1989-90, by detailed program specialty and summarized to the discipline division. (GLR)

ED 345 625   HE 025 520

Shepard, Linda L.; And Others
Factors Influencing High School Students' Differences in Plans for Post Secondary Education: A Longitudinal Study.
PUB DATE- 22 Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; *Attitude Change; *Career Planning; Expectation; Grade Point Average; Higher Education; High Schools; High School Students; Influences; Parent Influence; Postsecondary Education; *Student Attitudes; *Student Educational Objectives; Surveys
IDENTIFIERS- Indiana

This paper presents and discusses longitudinal data collected through surveys completed by students (n=1,545) in the 9th and 11th grades to determine what factors influence a student's change in plans for postsecondary education. Twenty-one Indiana high schools were selected to ensure that the sample proportionally represented students from all ethnic groups, income levels, and rural and urban area schools. Discriminant analysis was used to identify variables which were the most powerful in discriminating among three groups (students whose educational expectation went up, students whose educational expectation went down, and students with no change in educational expectations). The study revealed that aspirations may carry more weight in the 9th grade, whereas realities influence the 11th graders. Several variables were revealed as courses that present a framework for knowledge is challenging, but acceptance of the fundamental assumption that all processes of human thought, imagination, and communication are ultimately physiological makes possible the construction of a simple model that includes the entire realm of the human intellect. A suggested course outline on the foundations of scholarship includes the following subjects: concepts of knowing, how people learn, the role of philosophy, levels of truth, information, input and output variables, measurement and control, cause and effect, development of disciplines, role of language, disciplinary examples, interdisciplinarity, and emergence of new disciplines. (JB)

ED 345 644   HE 025 539

Guidelines for Fitness for Health Programs in Texas.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Allied Health Occupations Education; Associate Degrees; Bachelors Degrees; Degree Requirements; Guidelines; Health Education; *Health Programs; Health Promotion; Higher Education; Masters Degrees; *Physical Fitness; *State Standards; Two Year Colleges
IDENTIFIERS- *Texas

This publication presents approved guidelines for Texas institutions of higher and postsecondary education in the academic preparation of practitioners in the field of fitness for health. Developed in response to the rapid growth of this field, the guidelines identify and recommend the knowledge and expertise required in career preparation, and identify and recommend the minimum subject content, curriculum guidelines, and terminal competencies. At the associate degree level, the following competencies are described: functional anatomy and biomechanics, exercise physiology, human development/aging, human behavior/psychology, pathophysiology/risk factors, health appraisal and fitness testing, emergency procedures/safety, exercise instruction and programming, and nutrition and weight management. At the baccalaureate degree level, the same general competency areas are included, though with more complex specific competencies, and the areas of program administration/business management, electrocardiography, and legal and ethical issues are added. The section on master's degree level competencies provides guidelines for all the areas included in the baccalaureate degree section, with increasingly sophisticated specific competencies. A table shows recommended resources for establishing fitness for health programs. (JB)

ED 345 645   HE 025 540

Walsh, Michael M.
National Symposium on Strategic Higher Education Finance & Management Issues in the 1990s. A World of Change: Applicability of Business Practices to Higher Education.
SPONS. AGENCY- College Board, New York, NY.; National Association of Coll. and Univ. Business Officers, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 24 Feb 91
NOTE- 48p.; Paper presented at the National Symposium on Strategic Higher Education Finance and Management Issues in the 1990s (Washington, DC, February 24, 1991). For the full

PUB DATE- 91
NOTE- 308p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; Classification; *College Curriculum; Colleges; *Courses; Degrees (Academic); Higher Education; *Intellectual Disciplines; Postsecondary Education; Public Colleges; Public Schools; State Programs; Universities
IDENTIFIERS- *Alabama

This document consists of a combination of volume 1 (Public Institutions) and volume 2 (Private Institutions) of an inventory of Alabama's higher education academic programs for 1991; it provides a list of all instructional programs offered in the state's four-year colleges and universities and approved by the Alabama Commission on Higher Education. Each inventory is organized into two sections. The first section lists programs by field of study, and the second section lists programs by institution. Each entry includes the program title; degree(s) offered; accreditation, if any; and the inactive date, if appropriate. Appendices list all Alabama four-year colleges and universities (and their abbreviations); degree titles (and abbreviations); and accrediting agencies (only those recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education). Programs in the guide are classified according to the standard taxonomy called A Classification of Instructional Programs (CIP) developed by the National Center for Education Statistics. (GLR)

ED 345 665 HE 025 564

Casanova, Sally L.; And Others
The Master's Degree, The Comprehensive University, and The National Interest.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Access to Education; Degrees (Academic); Educational Trends; Financial Needs; Government Role; *Graduate Study; Higher Education; Masters Degrees; *Masters Programs; *Minority Groups; Nontraditional Students; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *California State University; *Comprehensive Universities

This article offers opinions and insights from four graduate deans at California State University institutions concerning the master's degree and the direction of master's level education. It is noted that U.S. graduate education is increasingly concentrated at the master's degree level, and that this degree level serves a particularly important transitional function (to doctoral level work) for students from underrepresented groups enrolled in comprehensive institutions of higher education. It is argued that the nation's comprehensive universities play a special role, therefore, in providing the nation's master's degree programs, programs essential in training people who can help the nation compete within a global economy. Such national needs make federal funding and institutional support (to provide easier access to graduate study) of master's degree programs a critical component in helping students, particularly minority

NOTE- 62p.; A trailing ten-page list of Institute for Educational Research publications in small type on colored paper will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Education; Elementary Education; Foreign Countries; *Interactive Video; Intermode Differences; *Learner Controlled Instruction; Learning Theories; Science Education; Student Attitudes; Student Motivation; Student Participation; Teacher Role; *Videodisks
IDENTIFIERS- *Finland

This report describes research on the use of interactive video in elementary schools which was carried out in the comprehensive school at the Institute for Education Research and the Department of Teacher Education in the University of Jyvaskyla, Finland. The research is based on students' attitude ratings of different working modes in the comprehensive school and observations videorecorded in learning situations where students worked with interactive video. The students rated interactive video as a very popular working mode in science and art education. The observations of the videorecorded learning situations indicated a very high activity level and few cases of disturbing behavior among students. This research showed that interactive video will change the role of teachers and teaching materials. The student will actively search for and modify information with the new medium, thereby taking a measure of control over learning. It was found that levels of student participation in and motivation for learning increased through the use of interactive video. Nine of the 26 references listed are in Finnish, most of them with English summaries. A student response sheet is appended. (Author/DB)

ED 345 686 IR 015 492

Moline, Judi
The User Interface: A Hypertext Model Linking Art Objects and Related Information.
PUB DATE- 91
NOTE- 17p.; In: Dillon, Martin, Ed. Interfaces for Information Retrieval and Online Systems: The State of the Art. New York, Greenwood Press, 1991. p133-147.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; Computer Software; *Computer System Design; Databases; *Expert Systems; *Hypermedia; *Information Retrieval; Man Machine Systems; Microcomputers; *Models; User Needs (Information)
IDENTIFIERS- *HyperCard; Multimedia Materials; Numismatics

This report presents a model combining the emerging technologies of hypertext and expert systems. Hypertext is relatively unexplored but promises an innovative approach to information retrieval. In contrast, expert systems have been used experimentally in many different application areas ranging from medical diagnosis to oil exploration. The information sources used in this model are limited to databases of images (object surrogates and maps), object descriptions, document surrogates (abstracts, references, excerpts), genealogical trees, and time lines of historical events. In addition to hypertext the model uses an expert system shell to generate new information from data entered at a terminal or imported from a database. Sample uses of the prototype based on the model are studied to in education, including individual programs and projects. Entries are brief as they are intended as simple outlines of the organizations or programs, but full addresses and telephone numbers are provided. Divided into four categories, the organizations listed are as follows: (1) European Commission Programs--ARION, CEDEFOP, COMETT, DELTA (including Channel e), ERASMUS, European Documentation Centres, European Social Fund, European Training Foundation, EUROTECNET (including ECHO), EURYCLEE, EURYDICE, FORCE, HELIOS, IRIS, Jean Monnet, LINGUA, PETRA, PHARE, TEMPUS, Young Workers' Exchange Programme, and Youth for Europe; (2) European Programmes (Non-EC)--European Work Experience, HOPE'87, JUPITER, Know-how Fund, PLUTO, SATURN, and TRACE; (3) European Organizations--Academia Europaea, Association for Teacher Education in Europe, CIDREE, Council of Europe, EUDAT, EUDISED, EUPRIO, EURASHE, European Association of Teachers, European Bureau of Adult Education, European Cultural Foundation, European Foundation Centre, FEDORA, HEURAS, IFAPLAN, and Standing Conference of Rectors, Presidents and Vice-Chancellors; and (4) United Kingdom Organizations--Central Bureau, Centre for Information on Language, Teaching and Research, EPIC Europe, Eurodesk Scotland, European Movement, PICKUP Europe, Schools Olympus Broadcasting Association (including EUROSTEP), UK Centre for European Education, and UK NARIC. (DB)

ED 345 705 IR 015 515

Kim, Eunsoon; Young, Michael F.
Multimedia Football Viewing: Embedded Rules, Practice, and Video Context in IVD Procedural Learning.
PUB DATE- 24 Oct 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Northeast Educational Research Association (Ellenville, NY, October 24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Drills (Practice); Feedback; Females; *Football; Higher Education; Hypermedia; *Interactive Video; Learning Strategies; Pretests Posttests; Problem Solving; Self Efficacy

This study investigated the effects of interactive video (IVD) instruction with embedded rules (production system rules) and practice with feedback on learners' academic achievement and perceived self efficacy in the domain of procedural knowledge for watching professional football. Subjects were 71 female volunteers from undergraduate education classes at the University of Connecticut, who were randomly assigned into four groups: (1) Practice Group; (2) Embedded Rules Group; (3) Combination (practice and embedded rules) Group; and (4) No IVD Lesson Group. Analysis of variance and covariance techniques were used to compare group differences on achievement and self efficacy perceptions. The results indicated that there were significant group differences on achievement and self efficacy. The combination group showed the highest scores on the achievement posttest and self-efficacy measures, whereas the no IVD group showed the lowest scores. It is concluded that learning complex procedural knowledge can be enhanced by practice and /or embedding rule statements into instruction. The combination of both practice and embedded rules showed the best learning. This effect is attributed to improved schema acquisition through the consolidation of clearly stated rules

Accomplishments.
PUB DATE- Sep 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluation Research; Library Collection Development; *Library Planning; Library Role; *Library Services; *Literacy; Public Libraries
IDENTIFIERS- *New York

Noting that information is needed about libraries' roles in literacy activities in terms of the outcomes, the Library Programs Office of the U.S. Department of Education awarded the Division of Library Development a grant to develop a model that would evaluate literacy activities in such a fashion. A result of this effort, this library literacy evaluation manual is partially based on the results of a survey of selected New York libraries and a sample of U.S. public libraries. The survey instrument asked library and literacy staff about their current and desired literacy evaluation approaches. Presented in the first of seven chapters in this manual, the key results of the survey include information on the libraries' literacy collections, literacy support services, and literacy instruction. The second chapter describes the value of an evaluation model and the four steps of the evaluation model profiled in this manual. The remaining chapters provide further principles based on this evaluation model and explain both core and optional evaluation measures to be used for library-based literacy programs in New York State. These chapters describe some of the issues in evaluation, outline basic questions to be addressed when developing an evaluation plan, and describe how to measure and apply performance levels in terms of inputs, outputs, and outcomes. Specific suggestions for use of evaluation data are given in the concluding chapter. Three appendices contain a copy of the survey questionnaire, a summary report form, and a 16-item bibliography. (MAB)

ED 345 723 IR 054 010

Fact Book on Library Aid.
PUB DATE- 92
NOTE- 13p.; For the 1991 fact book, see ED 332 711.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Elementary Secondary Education; Financial Needs; *Financial Policy; *Financial Support; *Library Networks; Public Libraries; Research Libraries; School Libraries; Special Libraries; *State Federal Aid; *State Legislation
IDENTIFIERS- *New York State Regents

This booklet presents information about the financial support authorized for libraries and library systems in Chapter 917 of the "Laws of 1990" and advocated by the Regents of the State University of New York for the state's library systems. It is noted that, although Chapter 917 provides for modest increases in library aid each year for the years 1992-1993, the Regents have advocated legislative action in 1992 for the full appropriation and release of all library and library systems aid currently authorized in statute. Tables highlight the financial support requested by the Board of Regents for 1991/92

Planning; National Libraries; *Preservation; Public Libraries; Special Libraries
IDENTIFIERS- *China

This report summarizes visits by a group appointed by the Library Resources Panel of the Committee on Scholarly Communication with the People's Republic of China to libraries, archives, and other institutions in China from September 19 to October 12, 1991. The objective of the visits was to explore the feasibility of a project to enhance the quality of and access to select materials in China. Summaries of the visits to the following institutions are provided: (1) Sichuan University Library, Chengdu; (2) Sichuan Provincial Library; (3) Sichuan Academy of Social Sciences; (4) Chinese Academy of Sciences (Academic Sinica), Chengdu; (5) Sichuan Provincial Archives; (6) Chongqing University Library; (7) Chongqing Municipal Archives; (8) Chongqing Municipal Library; (9) Wuhan Municipal Library; (10) Wuhan University Library, Wuhan; (11) Fudan University, Shanghai; (12) Shanghai Municipal Library (Shanghai Public Library); (13) Shanghai Academy of Social Sciences (SASS); (14) East China Normal University, Shanghai; (15) National Library, Beijing; (16) The China National Microfilming Center; (17) Chinese Academy of Sciences; and (18) Peking University Library. It was concluded that two major factors must be considered when working with Chinese institutions on cooperative projects involving new technology: (1) the highly centralized organization of academic institutions, including libraries; and (2) the unavailability and high expense of equipment. (MAB)

ED 345 743 IR 054 046

Gillespie, Pamela, Ed.; Vaughn, Susan, Ed.
Collection Development: Survival Tactics in an Age of Less. Selected Proceedings of the 1991 LACUNY Institute (New York, New York, April 12, 1991). LACUNY Occasional Paper No. 7.
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Computer Networks; Higher Education; *Library Collection Development; Library Cooperation; Library Materials; Library Networks; *Library Planning; *Shared Library Resources; State Aid

The six papers in this collection, which were presented at the 1991 Library Association of the City University of New York (CUNY) Institute, focus on the theme of library collection development: (1) "Evolving Knowledge Resource Access Systems: Keynote Address" (Peter R. Young, Executive Director of the U.S. National Commission on Libraries and Information Science); (2) "Cooperative and Collaborative Collection Development: Planning and Outcomes to Date in the University of California Experience" (Julia Gelfand, Applied Sciences Librarian at the University of California, Irvine); (3) "City University Resource Sharing--Is It Possible?" (Susan Vaughn, Associate Librarian for Collection Development at Brooklyn College, CUNY); (4) "The SUNY University Center Libraries' Participation in the PACLink Project and Two Other Grants" (Suzanne Fedunok, Assistant Director for Information and Research Services, State University of New York (SUNY), Binghamton); (5) "METRO's Collection Development Programs--How and Why They Do or Don't

NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Journal Articles (080)
DESCRIPTORS- Annotated Bibliographies; *Classroom Techniques; *Cooperative Learning; *Educational Research; Group Activities; Higher Education; Learning Strategies; *Small Group Instruction; Student Participation; *Teaching Methods; Undergraduate Study

Cooperative learning may be defined as a structured, systematic instructional strategy in which small groups work together toward a common goal. It differs from collaborative learning in its emphasis on highly structured techniques for ensuring positive interdependence within groups and its insistence on individual accountability rather than undifferentiated group grading. This two-part bibliography provides 101 annotations of books and articles on cooperative and collaborative learning research and practice. Both parts of the bibliography are divided into two major sections containing applied and research/theoretical works. Part I focuses on works published prior to 1989, while part II emphasizes works appearing in 1990-91. Part II also provides a brief introduction which charts the growing interest in cooperative learning among higher education practitioners and defines cooperative learning in contrast to other approaches. Some works on collaborative learning and other forms of small group work in higher education are also included. (JSP)

ED 345 761 JC 920 234

L'Examen des politiques institutionnelles d'evaluation des apprentissages et de leur mise en oeuvre: rapport sur l'etat et les besoins de l'enseignement collegial en evaluation (An Investigation of the Institutional Policies of Evaluation of Apprenticeships and Their Implementation: Report on the Status and the Needs of Evaluation in Collegial Education).
PUB DATE- Jan 92
NOTE- 48p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Apprenticeships; Community Colleges; Educational Quality; Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Policy Formation; Program Effectiveness; *Program Evaluation; *Program Implementation; *School Policy; State Standards; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Quebec

This two-part report by the Commission on Evaluation of the Council of Colleges in Quebec focuses on the progress of the province's colleges in developing and implementing legislatively mandated policies concerning the evaluation of apprenticeships. Chapter 1 identifies the 95 colleges with policies meeting the criteria established by the Commission, the 8 colleges that have not yet met Commission standards, the 4 colleges that have not yet submitted policies, and the 14 colleges in the process of amending their policies. This chapter also illustrates trends in policy formation among public and private two-year colleges between 1985 and 1991. Chapter 2 presents the results of 21 site visits conducted to investigate the implementation of apprenticeship evaluation policies. This chapter begins by identifying the institutions visited and the persons and groups with whom the Commission met, and then discusses the progress of the colleges in meeting classes; (8) 19% of the employers reported having employees whose limited literacy skills reduced their job productivity, and all but one of these wanted to learn more about NNCC's adult literacy classes; and (9) reading/writing skill was the most frequently cited desired quality in occupational education students (18.2%), while technical skill was cited by only 8.9% of the employers. A list of companies, agencies, and professionals interviewed is attached. (JSP)

ED 345 778   JC 920 254

Hill, Jim
GAIN in the Community Colleges: A Report on the 1990-91 Survey on Participants and Funding in the Greater Avenues for Independence Program.
PUB DATE- Jun 92
NOTE- 28p.; For the 1989-90 report, see ED 330 400.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Agency Cooperation; *Community Colleges; *Economically Disadvantaged; Educational Finance; *Employment Programs; Enrollment; Financial Support; Institutional Cooperation; Institutional Role; Job Placement; Job Training; Postsecondary Education; Program Costs; Program Effectiveness; Program Evaluation; Remedial Instruction; State Programs; *Student Characteristics; Two Year Colleges; *Welfare Recipients; Welfare Services
IDENTIFIERS- *California Community Colleges; *Greater Avenues for Independence

Created in 1985, the Greater Avenues for Independence (GAIN) program is a comprehensive effort by the state of California to provide education, employment, and support services to help welfare recipients enter the workforce. California's GAIN is now part of the national Job Opportunities and Basic Skills (JOBS) program, established in 1988. In cooperation with county welfare departments, the California Community Colleges (CCC) are one of the major systems providing GAIN services. In April 1991, an annual survey was conducted to collect statewide data on GAIN student characteristics and on the types and value of contracts held by the CCC for providing specific GAIN services. Questionnaires were sent to all 107 of the state's community colleges. Study findings, based on a 90% response rate, included the following: (1) the number of program participants systemwide increased to 25,079, a gain of 15% from the previous year; (2) 73% of the GAIN students were female, 58.5% were non-white, and 77.8% were 25 years of age or older; (3) based on approximately two-thirds of the participants, 48.1% were involved in GAIN basic education, 34.6% in the Self-Initiated Program, and 17.2% were referred by county welfare departments after GAIN vocational assessment, having already attained a satisfactory level of basic skills; (4) the proportion of average daily attendance (ADA) produced from basic skills classes increased from 23% in 1988-89 to 36% in 1990-91, and GAIN students generated three times as much credit ADA as non-credit ADA; (5) overall, CCC GAIN revenues were $43 million, up from $35.6 million in 1989-90; and (6) $2.6 million of the $16.8 million in certified additional GAIN ADA claims went unfunded, marking the first occurrence of "deficit funding" of college GAIN revenues. Appendixes provide district-level data and legislative definitions of GAIN services. (JSP)

ED 345 779   JC 920 255

opportunities. Additional information was obtained from a literature search, examining data from government and public service agencies, and existing programs offered by both four-year and two-year colleges in Michigan. Highlighted findings included the following: (1) the majority of employers predicted a positive outlook for the industry despite the current effects of the recession; (2) Michigan was attempting to increase the amount of film and video production completed locally; (3) current employment prospects were limited; (4) 38% of employers expected to hire additional staff within the next 5 years, primarily to replace employee turnover; (5) the preferred credentials for employment were a Bachelor's degree (36%) and prior related work experience (26%); (6) both national and regional evidence suggested that opportunities for minority employment appeared to be good within this field; and (7) a considerable number and variety of communications programs were currently offered by colleges and universities in Southeast Michigan, though community college enrollments tended to be relatively low. Appendixes include a proposal for a combined academic/service college-wide video production capability, the survey instrument and responses, and a list of participating businesses and employers. Includes 13 references. (JSP)

ED 345 795   JC 920 275

Civil Engineering Technology Needs Assessment.
PUB DATE- Jul 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Civil Engineering; Community Colleges; *Employer Attitudes; Employment Projections; Feasibility Studies; Job Training; *Labor Market; *Labor Needs; Needs Assessment; Occupational Surveys; *Paraprofessional Personnel; Program Proposals; Questionnaires; Two Year Colleges

In 1991, a study was conducted by Oakland Community College (OCC) to evaluate the need for a proposed Civil Engineering Technology program. An initial examination of the literature focused on industry needs and the job market for civil engineering technicians. In order to gather information on local area employers' hiring practices and needs, a survey was sent to 75 local engineering firms. The survey, which addressed the specific areas of employment demand, employment benefits, and career preparation, yielded a 76% response rate. Key findings included the following: (1) over 67% of the survey respondents currently employed civil engineering technicians, and while almost 69% were not currently hiring new technicians, over 72% anticipated hiring them within the next 5 years; (2) the literature in all major journals reviewed suggested that there was a serious shortage of civil engineer technicians and civil engineers; (3) according to the Michigan Occupational Information System, annual salaries for civil engineering technicians who hold associate degrees range from $9,360 to $18,000 in the state; (4) over 76% of survey respondents indicated that it was not possible to advance to the position of civil engineer without obtaining a bachelor's degree; (5) a total of six institutions of higher education in Michigan offered programs in civil engineering technology or civil technology; (6) over 88% of survey respondents felt that there was a need for more training/associate degree programs in civil engineering technology; and (7) over 43% of respondents indicated that they would be interested in having an OCC were lower than those at PVCC; (6) GPA data suggested that PVCC transferred not only the most students to UVa, but also its best students; and (6) at VPI, PVCC transfers did not perform as well academically as other students. (JMC)

ED 345 812 JC 920 297

Roberts, Charlie D.; And Others
Computer-Based Data Used To Support a College's Minority Education Initiative.
PUB DATE- Jan 92
NOTE- 19p.; Paper presented at the Community College Consortium's 1992 Winter Institute on Effectiveness and Student Success in the Community College (Jacksonville, FL, January 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Affirmative Action; *College Faculty; *College Programs; Community Colleges; Cultural Activities; Faculty Recruitment; *Minority Groups; Program Descriptions; *School Holding Power; Student Personnel Services; Student Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Diversity (Student); *Mott Community College MI

The Minority Education Initiative (MEI) was developed and implemented at Mott Community College to support minority academic success. The initiative included student and faculty recruitment, multicultural enrichment, support services, and articulation with other educational institutions and businesses. Objectives of the MEI were to increase the quantity of minority students by 9.5% and minority faculty by 8% over a period of 3 years. A task force was created to assist the college in its minority student outreach plans. Accomplishments and special projects developed by the task force are listed, including the following: a mentor program; diversity fellowship luncheons; the endowment of a scholarship; a Hispanic student outreach program; a Hispanic Heritage Month dinner; a tribute to Martin Luther King, Jr.; a citywide minority awards ceremony; a presentation by the United Negro College Fund (UNCF) Teen Steering Committee and a UNCF drive; an urban league salute to Black scholars; a Minority Leaders Fellowship; and the selection of a student for the Academy of Women Achievers Mentor Program. The original goal to increase the quantity of minority students was achieved for all ethnic categories within 2 years. The second goal, to increase the minority faculty, was achieved in each minority category except Asian-American. Other efforts which support the MEI include technological advancement in academic services, a computer-assisted instruction tutorial system, a distance learning program, captioned video programming, a library cooperative online network, and a college preparation program targeting minority high school students. (JMC)

ED 345 813 JC 920 298

Streeter, James H.
"Imagination Bodies Forth the Forms of Things Unknown": Reflections on the Crisis in Education.
PUB DATE- 25 May 92
NOTE- 11p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Montreal, Quebec, Canada, May 24-27, 1992).

Jewish Women; National Family Day Care Project; *Partnerships

This document provides information from the National Family Day Care Project (NFDCP) for those interested in developing a family day care project in their community. The NFDCP was designed to provide examples of quality projects for community-based organizations to replicate. The project has also identified successful methods for designing, implementing, and institutionalizing these projects. The guide is organized into six chapters. Chapter 1 discusses the process of creating a family day care project and focuses on the assessment of community needs and the selection and institutionalization of a project. Chapter 2 concerns successful strategies for working with advisors and partners. Chapter 3 discusses issues to be considered in the selection of individuals and organizations as advisors and partners. Twelve steps in the evaluation process are considered in Chapter 4. Chapter 5 discusses the process of building relationships with funding organizations. The conclusion, in Chapter 6, summarizes the elements of a successful project and emphasizes partnerships and leadership as the keys to a project's success. Appendices include 11 references; a list of 29 case studies; a list of NFDCP publications; a list of the National Advisory Panel members; fact sheets about working with advisors and partners and about volunteer organizations; and a list of national resources. (GLR)

ED 345 829 PS 020 399

Palmerus, Kerstin
Quality Aspects of Swedish Family Day Care and Center Care.
PUB DATE- Sep 91
NOTE- 13p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Early Childhood Education; *Educational Quality; *Family Day Care; Financial Support; Foreign Countries; Job Satisfaction; Municipalities; Parent Attitudes; *Staff Role
IDENTIFIERS- Caregiver Child Ratio; Government Regulation; Staff Attitudes; *Sweden

This paper presents data concerning the use and costs of center and family day care programs in Sweden. The typical center provides full-time care and has 4 sections, each with 2 preschool teachers, 1 attendant, and up to 20 children. In the family day care system, municipalities employ caregivers and parents pay the municipality. This paper discusses two studies in which: staff activities and social interaction were observed; data on staff/child ratios were collected; and parent and staff attitudes were assessed. The first study examined these factors for 6 day care centers; the second, for 29 caregivers and 110 parents involved in family day care programs. Results indicated that there were more toddlers in center care than family care, and more school-aged children in family care than center care. In family care programs, adults worked alone with a group of children; in centers, staff worked together with children. Educational activities were a dominant concern in center care; preparatory activities received precedence in family care. Family caregivers were more satisfied with their work than were center staff. On the whole, however, the results showed greater similarities than differences between center and family day care. A 15-item hospitalized longer; and (4) are less likely to receive CHDP services. The following policy implications were drawn from the study: (1) there is a need for early intervention and prevention services for foster care children; (2) CHDP services could be better utilized by foster care children; and (3) there is a need for more information about the health of foster care children. Appendices include a series of 11 figures and 23 tables that present the data discussed in the report; a listing of standards for health care services for children in out-of-home care; a discussion of coordination of health care services for foster care children; and a survey for foster parents. A list of 30 references is provided. (BC)

ED 345 847 PS 020 539

Golonka, Susan; Ooms, Theodora
Child Care in the 101st Congress: What Was Achieved and How Will It Work? Family Impact Seminar (Washington, D.C., January 25, 1991). Meeting Highlights and Background Briefing Report.
SPONS. AGENCY- Consortium of Family Organizations.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 52p.; For other documents in this series, see PS 020 540-543 and PS 020 549.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Block Grants; Comprehensive Programs; *Day Care; Early Childhood Education; *Early Intervention; Federal Aid; *Federal Legislation; *Public Policy; *Tax Credits
IDENTIFIERS- Child Care and Development Block Grant; Earned Income Tax Credit; *Project Head Start; Social Security Act Title IV A

One of a series of family impact seminars, the meeting described in this document was held to discuss legislation passed by the 101st Congress related to earned income tax credit, child care grant programs, and the reauthorization and expansion of Head Start. The document provides highlights of presentations of the seminar panelists and a background briefing report prepared before the meeting. The highlights section summarizes Robert Greenstein's comments on the earned income tax credit legislation; Jerry Friedman's state-level perspective on two new grant programs; Joan Lombardi's remarks on the issues of quality, expansion, and collaboration in the new Head Start legislation; Judith Rosen's discussion of the benefits and barriers to centralized administration of child care programs at the county level; and points raised during the discussion. The briefing report provides: (1) a summary of the earned income tax credit, changes in the tax code, and concerns about their implementation; (2) the main provisions of the Child Care and Development Block Grant and the Title IV-A Child Care Assistance Program, and discussion of such implementation issues as coordination and integration, improvements in quality, and expansion of child care assistance; (3) descriptions of the background and current status of the Head Start program and the main features of the new reauthorization and expansion; and (4) a preliminary assessment of this new package from the perspectives of family diversity, parental choice, and family access to child care. (AC)

ED 345 848 PS 020 540

Ooms, Theodora; Herendeen, Lisa
Implementing Child Care in the Family Support Act. Family Impact

their awareness of the influence of modeled drug use behavior on children. Appendices include 32 references, assessment measures, and related materials. (GLR)

ED 345 864 PS 020 576

Cowles, Milly; Aldridge, Jerry
Activity-Oriented Classrooms. NEA Early Childhood Education Series.
PUB DATE- Mar 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activity Units; Class Activities; Classroom Design; Classroom Techniques; *Cooperative Learning; Discovery Learning; *Experiential Learning; *Individualized Instruction; Language Arts; Learning Activities; *Learning Centers (Classroom); *Learning Processes; Primary Education; Teaching Guides; Young Children
IDENTIFIERS- *Activity Oriented Classrooms
This guide to designing activity-oriented classrooms for grades K-3 is divided into six chapters. Chapter 1 provides an overview of research findings concerning the way children learn and the environments that best facilitate their learning. Chapter 2, which explains ways to set up an activity-oriented classroom, covers the administration's role in program planning, ways of enlisting help from parents, the physical environment, activity-oriented schedules, learning stations, and child-centered games and activities. Chapter 3 underscores the importance of individually oriented activities as part of an activities-based curriculum and describes generic activity patterns that can be adapted for individual needs. Chapter 4 focuses on group-oriented instruction. Types of groups discussed include achievement, special needs, interest, research, friendship, and mixed-age groups. The workings of pupil partnerships and peer tutoring are explored briefly. Chapter 5 offers general guidelines and specific instructions for conducting activity-focused learning in art, reading and language arts, mathematics, science, and social studies. Chapter 6 offers conclusions about the value of such activities for children. An appendix lists 71 predictable children's books. Predictable books are defined as books that contain at least one of the following patterns: a familiar sequence, repetition, or a cumulative pattern. A 35-item bibliography is included. (AC)

ED 345 865 PS 020 577

Vold, Edwina Battle, Ed.
Multicultural Education in Early Childhood Classrooms. NEA Early Childhood Education Series.
PUB DATE- Apr 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- *Class Activities; Cultural Differences; Cultural

training workshops and presentations, a breakdown of the times required for various training activities, and a suggested training agenda for a workshop, are provided. Forms for evaluating the SHAPES training workshop and the SHAPES curriculum are appended. (BC)

ED 345 883 PS 020 661

Godt, Pamela Terry; And Others
Early Childhood Education. Volume I: Workshop Essentials. Curriculum and Instruction Specialty Option Workshop Leader's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 91
NOTE- 190p.; For volumes II and III, see PS 020 662-663.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrators; *Early Childhood Education; Educational Objectives; Educational Research; Educational Trends; *Inservice Education; *Integrated Curriculum; Outcomes of Education; *Program Descriptions; Program Evaluation; Staff Development; Teachers; Transparencies; *Workshops
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This document is the first volume of a three-volume set comprising a workshop leader's guide designed to help in-service providers conduct workshops on early childhood education for teachers, administrators, and others associated with Chapter 1 programs. The guide contains step-by-step procedures for preparing, organizing, and presenting a full-day comprehensive workshop. To allow flexibility in workshop presentation, workshop variations and alternate activities are suggested; in addition, the guide's 10 sections are designed so that they can be expanded or contracted. Volume I of the set considers workshop essentials and contains sections 1 through 5, the first of which, "Getting Started," includes a checklist of materials and equipment needed to conduct the workshop. Section 2, "Presenter's Guide," discusses goals of the workshop, specific activities, recommendations for using overhead transparencies and handouts, and suggestions for workshop evaluation. Masters for 18 transparencies and 17 handouts comprise Sections 3 and 4. Section 5 is a bibliography of more than 500 items organized in 9 topic areas relevant to early childhood education. (BC)

ED 345 884 PS 020 662

Godt, Pamela Terry; And Others
Early Childhood Education. Volume II: Instructional Activities and Handouts. Curriculum and Instruction Specialty Option Workshop Leader's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 91
NOTE- 162p.; For volumes I and III, see PS 020 661-663.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Child Development; Cooperative

IDENTIFIERS- Matriarchy

In contrast to European cultures, many American Indian societies have been matriarchal. Indian women have had a great deal of power, both as individuals and as groups, and have held various leadership roles within their tribes. Traditionally, Indian women have worked in partnership with men, and decision-making has been related to consensus building. This paper examines decision-making situations that produced cognitive dissonance for six American Indian women supervisors in higher education. Data were collected by personal interviews with the women. They were 38-55 years old and had been supervisors in educational settings for 15-30 years. Decisionmaking situations that produced dissonance were of two types. Decisions between completely negative alternatives included performance evaluation decisions, decisions that provoked an emotional reaction from employees, and personnel decisions that involved counseling or reprimanding elders. Decisions between alternatives, each of which had both positive and negative aspects, included acting as a role model for young people, decisions involving task orientation and deadlines, and decisions that resulted from gender-stereotyped duties. The women were familiar with traditional methods of matriarchal decisions, including personal reflection. The findings illustrate that: (1) sex-role stereotypes have more of an impact on dissonance than ethnic stereotypes; and (2) there is a cultural reinforcement of decision-making skills that mirrors reflective practice. (SV)

ED 345 902   RC 018 678

Bratlie, Ronald
Shared Superintendent: A Good Idea?
PUB DATE- 92
NOTE- 6p.; Paper presented at the International Rural and Small Schools Conference (Grand Forks, ND, March 30-April 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Board Administrator Relationship; Boards of Education; Educational Finance; Elementary Secondary Education; Institutional Cooperation; *Rural Schools; *School Districts; *Shared Resources and Services; *Superintendents
IDENTIFIERS- *Iowa; *Minnesota; Small School Districts

When school board members consider the question of sharing a superintendent between two or more districts, they often lack the necessary information to make a sound decision. In addition, they often do not consider the changes in roles, relationships, and responsibilities that must occur in such a situation. This paper, based on a questionnaire survey, examines expectations of the shared superintendent held by 78 superintendents and 161 board of education chairs in Iowa and Minnesota school districts that participated in such an arrangement. Most of these districts had enrollments of less than 600 students. Perceptions of the role of the shared superintendent were relatively consistent between superintendents and school board chairs. Both groups agreed that: (1) the task importance of school finance was number one; (2) financial savings was the primary reason for sharing a superintendent; (3) school board members were the strongest supporters of the arrangement, while community members and staff were the strongest opposition; and (4) financial savings was the most frequent advantage of sharing a superintendent, five per year. Psychology journals published more than double the number of such studies than did special education journals. Two-thirds of the investigations used group rather than single-case designs. Behavioral consultation was four times more likely to be investigated than mental health models. In nearly two-thirds of the studies, student or teacher behavior was used alone or in combination with another criterion to judge consultation success, whereas student achievement was a criterion in only one-quarter of the studies. Findings are discussed in terms of how consultation may be perceived in a political climate that is placing increasing emphasis on outcomes and accountability. An appendix contains a list of the identified journal articles, book chapters, monographs, and dissertation abstracts. (27 references) (Author/JDD)

ED 345 466 EC 301 227

Campbell, Pamela; Shaw, Stan F.
The Connecticut Symposia on Special Education in the 21st Century. Final Report and Executive Summary.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.
PUB DATE- Apr 92
NOTE- 135p.; A separately published 16-page "Executive Summary" has been inserted in the front matter.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; Delivery Systems; Demography; *Disabilities; Educational Change; *Educational Methods; *Educational Principles; Elementary Secondary Education; Financial Support; *Futures (of Society); Outcomes of Education; Social Action; Special Education; *Statewide Planning; Student Characteristics; Teacher Education
IDENTIFIERS- *Connecticut

This final report presents the results of an 18-month Connecticut symposia project to confront the difficult issues facing special education and to meet those challenges through a collaborative systemic change process. The project goal, objectives, and implementation procedures are specified, and background information on five targeted topics is provided: the populations to be served, student outcomes, service delivery, personnel preparation, and funding models. For each topic, symposia participants identified specific areas of concern and a rationale for its consideration; they then specified related issues, goals, objectives, strategies, resources, and a time frame. Issues and areas of concern were analyzed to determine priorities, resulting in the following rank ordering from highest to lowest priority: funding models (especially the need for collaborative incentives by providing local discretion in programmatic decisions, and the need to examine requirements that preclude child-centered comprehensive service delivery); service delivery (especially collaboration and instruction/support services); personnel preparation (especially preservice education and teacher/related services support); population served (with special focus on continuing to serve identified students while increasing services to students who are at risk); and student outcomes (focusing on how various published goals relate to individuals with disabilities). The paper offers 12 recommendations which grew from the symposia and a plan of action outlining in detail the issues, goals, objectives, strategies, and resources for addressing these recommendations. The plan of action is meant to set the agenda for special education in Connecticut in the coming years. Appendices provide a project timeline, a list of

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Bilingualism; Dialects; *Language Acquisition; Language Research; *Phonetics; *Phonology; *Pronunciation; *Second Language Learning; *Speech Communication

Speech perception research is reviewed and organized around issues relevant to second language acquisition. Issues discussed include the concept of a critical period for speech perception as well as the effects of linguistic training and/or linguistic experience on speech perception. Speech perception in bilinguals, the relationship between speech perception and production, and perception of accent are also reviewed to provide additional insight into second language speech perception. Throughout, "speech perception" refers to phonetic/phonological segmental perception; the role of suprasegmentals in speech perception is not addressed. It is concluded that speech perception might play a significant role in second language acquisition. It appears that speech perception is related not only to speech production, but also to overall language proficiency even though the extent and direction of these relations have yet to be determined. Contains 49 references. (LB)

ED 345 486 FL 019 502

Proctor, Claude O., Jr.
Soviet Language Planning and the Linguistic Assimilation of Non-Russian Ethnic Groups in the USSR.
PUB DATE- 88
NOTE- 15p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Acculturation; Demography; *Ethnic Groups; Foreign Countries; *Language Planning; Minority Groups; *Nationalism; Political Issues; Public Policy; *Second Language Learning; Vocabulary
IDENTIFIERS- *Russian Speaking; *USSR

The research in this paper was motivated by continuing Soviet claims that the country's language problems have been solved. First, the nature of Soviet nationality policy is reviewed, and then available evidence and the question of linguistic and cultural assimilation of the non-ethnic Russian minorities through Russian language and culture are examined. Various terminology such as "language planning," "politics of language" and "language policy" are discussed. The problem of assimilation is addressed in the context of both demography and language, and the evidence of linguistic domination by the Russian language is demonstrated. It is concluded that because language and culture are inseparable and linguistic assimilation is a reliable precursor of cultural assimilation, there is considerable evidence that the small nationality groups have been assimilated by the Russian language and culture. Although the Soviet Union disclaims an official policy of "Russification," its language policy of gradual "sblizenie" of the non-ethnic Russian minorities has all the appearances of linguistic and cultural assimilation. Contains 22 references. (LB)

ED 345 487 FL 019 503

Freeman, Donald
Teacher Education and Emerging Conceptions of Practice.
PUB DATE- Sep 91
NOTE- 22p.; Paper presented at a Meeting of the International Study Association on Teacher Thinking (Surrey, England, September 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Graduate Study; High Schools; Inservice Teacher Education; Instructional Effectiveness; *Language Role; Language Teachers; Longitudinal Studies; Secondary School Teachers; Second Language Instruction; Skill Development; *Teacher Attitudes; *Teacher Education; *Teaching Methods; *Theory Practice Relationship; *Thinking Skills

A discussion of teacher education focuses on how teachers' conceptions of classroom practice are influenced by their participation in a graduate inservice teacher education program. It is based on a longitudinal study following four high school foreign language teachers through an inservice program. Participants were observed in five phases: prematriculation; two consecutive summers of course work; the intervening school year, including a practicum; and the school year after the second summer's study. Data were gathered in interviews, observation, and documents written by the teachers during the program. Both intensive individual case studies and cross-case analysis were included. Results suggest that as the teachers learn to articulate their tacitly-held ideas about teaching through the shared discourse of the in-service program, they gained greater control in shaping classroom practice. Three concepts are developed in the analysis that focus on local and professional language and articulation and concepts of practice. The discussion concludes with questions on the nature of teachers' conceptions of practice and on the durability of the changes brought about by the articulation of those conceptions in professional discourse. (32 references) (MSE)

ED 345 508 FL 019 960

Freeman, Donald
Learning Teaching: "InterTeaching" and Other Views of the Development of Teachers' Knowledge.
PUB DATE- Oct 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Washington Area Teachers of English to Speakers of Other Languages (October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cognitive Processes; Elementary Secondary Education; Higher Education; *Learning Processes; Teacher Attitudes; *Teacher Education; Teaching Methods; *Teaching Skills

A discussion of classroom teaching addresses two questions about how teachers learn to teach: (1) What do teachers know and how do they use that knowledge to do what they do in the classroom?; and (2) How do teachers learn what they know? In response to the first question, it is proposed that teaching can be seen from three basic perspectives: as doing; as

PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Adults; *English (Second Language); *Interlanguage; Language Research; Linguistic Theory; Native Speakers; *Phonology; Pronunciation; *Second Language Learning; *Spanish; Statistical Analysis
IDENTIFIERS- *Epenthesis; *Markedness

A study investigated whether markedness relationships within a target language influence the degree of difficulty in acquisition. The Intralingual Markedness Hypothesis was developed, stating that if structures in the target language differ from those in the native language, and if those structures in the target language are in a markedness relationship, the more marked structures will be more difficult to acquire than the less marked structures. Fourteen adult native speakers of Spanish each read aloud 435 topically unrelated sentences, each containing one of three target onsets ("sl, sm, sn") not found in Spanish. Degree of difficulty was measured by the frequency of epenthesis before the onsets. Statistical analysis of results revealed that the mean frequency of epenthesis before "sl" was significantly lower than that before the other two, supporting the Intralingual Markedness Hypothesis. A brief bibliography and a brief list of sentences from the study are appended. (MSE)

ED 345 528 FL 020 224

Hadley, Alice Omaggio
Proficiency-Based Instruction: Implications for Methodology.
PUB DATE- 88
NOTE- 15p.; For the complete volume, see FL 020 221.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *Competency Based Education; *Language Proficiency; Language Research; Linguistic Theory; Second Language Instruction; *Second Language Learning; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *ACTFL Proficiency Guidelines

Issues in second language teaching methodology are discussed in light of the concept of proficiency as defined in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. It is proposed that rather than think in terms of identifying one optimal methodology for all second language learners, the profession should be seeking an organizing principle that will help make sense of the variety of methodologies and approaches already available or possible in the future. The concept of proficiency is seen as having the potential to serve as such an organizer. Ways in which one might view language instruction in the light of proficiency are presented, including proposal of several hypotheses about proficiency-based language instruction. The term "methodology" is defined and characteristics of various methodologies are compared and contrasted in terms of this organizing principle. (Author/MSE)

ED 345 529 FL 020 225

Kachru, Yamuna
Interpreting Indian English Expository Prose.
PUB DATE- 88
NOTE- 14p.; For the complete volume, see FL 020 221.
LANGUAGE- English

region's geography and its implications for commerce and economic development in various directions. The course also focuses on a variety of issues in agriculture, the future effects of the European Community's single market, cultural problems in marketing and advertising Breton products, and banking and commercial identity in the context of a centralized government. There are challenges in structuring such a course, including the choice of an appropriate region, additional preparatory work for the instructor, and acquisition of adequate and suitable authentic materials for instruction. (MSE)

ED 345 547 FL 020 335

Phillips, Diana
On Compiling a Coursebook in Business English for Undergraduate Students in the Faculty of Economics.
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Business English; Classroom Techniques; College Preparation; College Second Language Programs; *Curriculum Design; *Economics Education; Educational Strategies; *English (Second Language); Error Analysis (Language); Foreign Countries; Grammar; Higher Education; *Instructional Materials; Reading Comprehension; Student Evaluation; Student Placement; Vocabulary Development
IDENTIFIERS- *University of Antwerp (Belgium)

Practical difficulties in placing economics students and designing instructional materials in English as a Second Language at the University of Antwerp (Belgium), and techniques used for resolving these difficulties, are described. First-year students arrive with heterogeneous backgrounds because, unlike in other European countries, there is no state secondary school-leaving examination. The first hurdle, therefore, is proper placement in homogeneous groupings, according to experience and abilities. To address the needs of the least proficient group, the school has compiled reading texts and exercises that students complete at their own pace with instructional assistance. Each unit is based on a reading and contains a vocabulary, common errors, grammar, language practice, and comprehension section, the order and length varying according to the reading. Students are expected to look up vocabulary definitions. The common errors section focuses on false cognates and deceptively similar sentence patterns. In the grammar section, the students' attention is drawn to points of grammar in the context of the reading. The language practice section tests assimilation and application of grammar rules, and in the comprehension section, students must express their personal views on a particular issue in a 10-line passage. (MSE)

ED 345 548 FL 020 336

Koike, Shohei
Developing Instructional Materials for Business Japanese.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World

Sweden

Five papers address issues in language learning and teaching in multicultural environments. "Namibian Educational Language Planning: English for Liberation or Neo-Colonialism?" (Robert Phillipson, Tove Skutnabb-Kangas, Hugh Africa) examines decisive factors in choice of language for instruction, focusing on the choice of English and the role of native languages. In "Cultilinguistic Imperialism -- What Can Scandinavia Learn from the Second and Third Worlds?" (Skutnabb-Kangas and Phillipson), it is proposed that Denmark, Finland, Norway, and Sweden should draw more on the multilingual experience in less developed countries to clarify the different purposes served by each language in a multilingual community and identify which languages need support. "Can Increased Metacommunicative Awareness Solve Intercultural Communication Difficulties?" (Phillipson and Skutnabb-Kangas) invites scholars with experience in working with metacommunicative awareness to participate in a project begun in 1985. "How to Analyse Communicative Competence in the Integration Process" (Skutnabb-Kangas and Phillipson) proposes that for acculturation and social integration to occur for immigrants, the power relationship among groups must be changed, intercultural gaps narrowed, and solidarity established between minority and dominant majority. "Who Wants To Change What and Why?--Conflicting Paradigms in Minority Education Research" (Skutnabb-Kangas) attempts to clarify reasons for conflicting recommendations for education of minority children. (MSE)

ED 345 567 FL 020 394

Nino-Murcia, Mercedes
Creative Automaticity: The Writing of Business Spanish.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Eastern Michigan University Conference on Languages for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Communication; *Business Correspondence; Creativity; Editing; Higher Education; International Communication; *Language Fluency; Second Language Learning; *Spanish; Writing Assignments; *Writing Instruction; Writing Skills; Writing Strategies

Ways to develop "creative automaticity" for writing in a foreign language are examined. The paper focuses on transactional writing (i.e., writing with the purpose of transferring precise information by such means as telex messages, business letters, memoranda, and short reports), and its main features of clarity and conventionality. It is noted that language fluency requires an ability to select appropriate utterances and then to master automatic utterance production. Once these skills are achieved, the foreign language student can apply mental creativity to other areas of the communicative process. An approach is described that creates a classroom audience for writing. Several skill building exercises are outlined, including the following: displaying text on a screen as a point of departure in a writing session; reading aloud; copying a well-written sample; identifying key elements of the sample; substitution exercises; student repetition of selected expressions in different contexts; parallel writing; and rewriting. Suggestions for text editing practice are also offered. Additional recommendations are given for text editing,

ED 345 586 FL 800 475

Olson, Gayle K.; Bredemus, Claudia T.
Critical Thinking in the Acquisition of English as a Second Language. Empowering Learners.
SPONS. AGENCY- United Way of America, Alexandria, Va.; UPS Foundation, Inc., Greenwich, Conn.
PUB DATE- 92
NOTE- 25p.; A product of the Empowering Learners Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Cooperative Programs; *Critical Thinking; *English (Second Language); *Learning Strategies; *Literacy Education; Problem Solving; Second Language Learning; Teaching Guides; Visual Aids

The Empowering Learners Project, a collaborative effort of five United Way agencies in the St. Paul (Minnesota) area, produced this manual to outline some strategies for assisting English-as-a-Second-Language learners in becoming effective learners and critical thinkers. Ideas in the manual came from project agencies and research in critical thinking and language learning. An introductory section offers some background information about the project. The second section explains methods used in two of the five participating programs to help students think about literacy and its meaning to them. The third section briefly discusses critical thinking as an active process to be used both in and out of the classroom. Subsequent sections look at the following topics: (1) specific strategies for teaching critical thinking, including low-level and higher-level skills, real-life problem-solving, application to grammar, and use of pictures; (2) the classroom environment, including paired and small group learning and workplace simulation; (3) learner empowerment through the teaching of clarification strategies, classroom management and self-assessment; (4) use of critical thinking strategies in bilingual/bicultural curricula; and (5) encouraging students to make use of community resources to test and strengthen newly-acquired language skills. A 16-item bibliography and a brief list of student texts are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 345 587 FL 800 478

Bhola, H. S.
Literacy, Knowledge, Power, and Development--Multiple Connections.
PUB DATE- Mar 92
NOTE- 22p.; Paper presented at a workshop on "People Empowerment: Challenges for Access in the Developing World" (Bloomington, IN, March 5-6, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; *Developing Nations; *Economic Development; Epistemology; Folk Culture; Global Approach; Indigenous Populations; *Literacy Education; *Personal Autonomy; *Power Structure; Relevance (Education); *Social Values; Technological Advancement
IDENTIFIERS- *Empowerment

life chances. The study used data from a longitudinal research effort launched when open admissions started at CUNY in the fall of 1970. Large samples of the first three freshman classes to enter after the program began were surveyed by questionnaire with response rates as follows: 1970, 43 percent of 31,596 entrants; 1971, 24 percent of 35,639 entrants; and 1972, 36 percent of 35,545 entrants. Survey data were integrated with students' official academic records including high school background, academic performance at CUNY, and graduation as of spring 1975. Results of the analysis produced an incomplete picture though data did indicate that often opportunities created by open admissions were used to advantage. However, open admissions did not erase the effects of prior disadvantage or subsequent institutional constraints. Overall results showed that social policies are often constrained by larger circles of disadvantage. (41 references) (JB)

ED 345 607 HE 025 500

Research Expenditures. Texas Public Institutions of Higher Education. September 1, 1990-August 31, 1991.
PUB DATE- Mar 92
NOTE- 38p.; For the 1989-90 report, see ED 332 637.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Certification; Copyrights; Educational Finance; *Expenditures; Federal Government; Health Facilities; Higher Education; Intellectual Property; *Research; Research and Development; *Research Universities; *Scientific Research; State Universities; *Trend Analysis
IDENTIFIERS- Research Trends; *Texas

An annual study, mandated by the Texas State Legislature, was done of research expenditures at Texas public institutions of higher education for the fiscal year 1990-1991. The year's report contains, for the first time, data on intellectual property patents, copyrights, and licensing agreements. Findings indicate the following: (1) total research expenditures increased 11.3 percent over fiscal year 1990, continuing a long-term growth trend with expenditures increasing by 10.1 percent at public universities and by 13.5 percent at public health institutions; (2) among public academic institutions, Texas A&M (Agricultural and Mechanical) University reported the most research expenditures and, among public health institutions, M. D. Anderson Cancer Center reported the most research expenditures; (3) the Federal Government provided 48.8 percent of research funds and continued to provide the largest amount of research support; (4) institutions of higher education reported that 73 percent of their research is basic research (as opposed to applied research); (5) research expenditures in some areas of special interst were: cancer ($132,751,024), biotechnology ($52,655,724), energy ($49,159,724), food/fiber/agricultural products ($43,570,091), and aerospace technology ($20,992,651); (6) the top 10 research institutions together account for more than 90.4 percent of all research expenditures in the state; and (7) institutions received $3,159,293 from royalties, licensing, or other transactions related to intellectual property. (Author/JB)

ED 345 608 HE 025 501

Coleman, Hardin L. K.; And Others

influencing educational expectations in a positive way: parent's change in educational expectations; the importance of status attainment; the amount of time spent thinking about plans after high school; a change in grade point average; mothers' and fathers' level of education; and the importance parents place on a day job. Contains 24 references. (GLR)

ED 345 626 HE 025 521

Lindner, Reinhard W.; Harris, Bruce
Self-Regulated Learning and Academic Achievement in College Students.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the American Educational Research Association Annual Meeting (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; College Students; Data Analysis; Educational Environment; Grade Point Average; Higher Education; *Learning Strategies; Metacognition; Student Attitudes; Student Motivation
IDENTIFIERS- *Self Management; *Self Regulation

This paper presents study results concerning the nature of successful academic performance, specifically examining to what extent self-regulated learning played a role in successful academic performance at the college level. (Self-regulated learning is defined as the integration and utilization of cognitive, metacognitive, motivational, perceptual, and environmental components in the successful resolution of academic tasks.) Study participants were college students (121 female and 39 male) enrolled in classes in the college of education at a medium-sized midwestern university. The self-reporting inventory questionnaire assessed metacognition, learning strategies, motivation, contextual awareness/sensitivity, and environment utilization/control. Study results showed that a substantial relationship exists between self-regulated learning and grade point average. Also, data suggested that the ability to self-regulate the learning process increases with age and academic experience. Appendices contain a description of the subscales of the Self-Regulated Learning Inventory with sample items, and the dimensions of the self-regulated learning model. Contains 15 references. (GLR)

ED 345 627 HE 025 522

Karabenick, Stuart A.
Help Seeking in College Classrooms: The Role of Perceived Teacher Support and Teacher Effectiveness in the Student Questioning Process.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Communication; Classroom Environment; *College Instruction; College Students; *Help Seeking; Higher Education; Inquiry; *Questioning Techniques; Student Attitudes;

proceedings, see HE 025 541.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; Change Strategies; *College Administration; Educational Finance; Faculty College Relationship; *Higher Education; *Leadership; *Organizational Change; Productivity; Resistance to Change; Student College Relationship; Teacher Administrator Relationship

This paper presents the keynote speech from a symposium on finance and management in higher education. Following introductions, the speaker, an executive from the business community who also serves on several university governing boards, asserted that, like businesses, institutions of higher education face a nearly continual need to respond to change. In this challenge, the paper notes, all institutions are the same. The speaker outlined key principles of effective management: (1) focus on the things that matter (the customer and the competition); (2) push responsibility downwards and get people to work together at the level where it counts; (3) communicate openly and let people know what's going on; and (4) focus on results and getting things done. Implementation of these principles is illustrated with applications at Union Pacific Railroad. The ways in which the principles are applicable to colleges and universities are then explored noting that schools do have customers and that heads of institutions must be able to think globally and manage change. Included in the paper is a transcript of the question and answer session that followed the talk. Topics discussed included managing faculty, faculty and administration relations, administrative productivity, and institutional leadership. (JB)

ED 345 646 HE 025 541

National Symposium on Strategic Higher Education Finance & Management Issues in the 1990s. Proceedings (Washington, D.C., February 24-25, 1991).
SPONS. AGENCY- College Board, New York, NY.; National Association of Coll. and Univ. Business Officers, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 24 Feb 91
NOTE- 337p.; For the keynote speech, see HE 025 540.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Administration; Demography; *Educational Finance; Educational Trends; Enrollment Trends; Government School Relationship; Higher Education; Leadership; *Organizational Change; Productivity; Tuition

This publication contains the proceedings of a symposium on higher education finance and management which examined the current financial and managerial direction of colleges and universities. The event brought together institutional presidents and policy makers, corporate leaders, leading financiers, top college and government administrators, politicians and researchers. Following an official opening and a symposium overview, a panel discussion examined financing higher education in the 1990s. Panelists included a Wall Street executive, a fund raiser and university leaders. Three concurrent sessions were held on the following topics: (1) tuition pricing, (2) current research on reducing institutional cost structures, and (3) financial implications of demographic students, gain the mentored research experience needed for entrance into prestigious doctoral programs. Examples are provided that illustrate the importance of funding merit-based fellowships for such students in master's programs. The need for increased student loan programs, particularly for non-traditional, minority students is stressed. The use of loan-forgiveness programs as an incentive for these types of students to make the necessary commitment to obtain graduate degrees is recommended. (GLR)

ED 345 666 HE 025 567

Wangerin, Paul T.
Learning Strategies for Law Students.
PUB DATE- 88
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Higher Education; *Law Students; Learning Activities; *Learning Strategies; *Legal Education (Professions); Memory; *Metacognition; Mnemonics; Pacing; Skill Development; Study Skills; Thinking Skills; Writing Strategies

This law review article provides useful guidance on learning strategies for law students drawing heavily on the literature of educational psychology and learning theory. An introductory section describes the traditional law school approach which has been for professors to inundate students with substantive and procedural rules of law but rarely if ever to provide any guidance on methods of learning but rather to disregard learning theory to the point of disdaining it. Part I of the article principally discusses "metacognition", the awareness by learners of the learning process itself. Part II discusses several studying and learning strategies, including strategies for teacher study, time management, efficient reading, note taking review, and problem solving all of which rely upon and develop metacognitive capacities. Part III concentrates on study strategies of particular usefulness to law students, including "component" legal analysis and case briefing. Again, metacognition plays a crucial role in the use of these strategies. The article concludes with a reiteration of its basic points: the studying strategies discussed are in fact adaptable to law school learning processes and law school students can benefit from the use of these strategies. Included are 11 figures and 183 footnotes. (JB)

ED 345 667 HE 025 568

Interprovincial Comparisons of University Financing. Eleventh Report of the Tripartite Committee on Interprovincial Comparisons.
PUB DATE- Apr 92
NOTE- 61p.; For an earlier report, see ED 312 957.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Enrollment; *Expenditure per Student; Family Income; Fees; *Financial Support; Foreign Countries; Higher Education; *Operating Expenses; *Resource Allocation; Student Financial Aid; *Universities
IDENTIFIERS- *Canada

This report presents comparisons of Canadian university financing determine the range of activities that can be performed. Apple's HyperCard and Cognition Technology's MacSMARTS are used with a knowledge base created by the author limited to Arab numismatics. Numismatists work with coins and coin surrogates. These objects contain information that is significant in isolation but is even more important when aggregated. Further, a wealth of information related to each coin ranging from historical references to analyses by art historians needs to be linked to the specific objects. The prototype developed from the model is used to show how hypertext facilitated the resolution of some specific information needs. (16 references) (Author)

ED 345 687 IR 015 493

Storey, Dee
Which Award Books Would You Buy: Caldecott/Newbery or State Award Books?
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Literature; Elementary Education; Learning Resources Centers; *Librarian Attitudes; *Library Collection Development; *Library Material Selection; Picture Books; Reading Materials
IDENTIFIERS- *Caldecott Award; *Newbery Award

Library media specialists, 55 from each of 5 states which have organized child-choice state award programs--Colorado, Kansas, Nebraska, South Carolina, and Texas--were surveyed to ascertain their position on the question of whether library media specialists should purchase Caldecott/Newbery or state award books. The survey consisted of two questions pertaining to Caldecott books and two questions pertaining to Newbery books, which were all in relation to state award books, as well as a question on projected buying habits and a query on a comparison of books at state and national levels. The results suggest that those surveyed would purchase Caldecott/Newbery books in varying degrees, although the high percentage of survey respondents indicated some hesitancy in relying on Caldecott or Newbery books as the primary award books for purchase. It is also observed that a book's popularity is an important selection factor. A discussion of the implications of these findings concludes the report. (6 references) (MAB)

ED 345 688 IR 015 494

The South Carolina Program for Library Development, 1991-1994.
PUB DATE- 92
NOTE- 68p.; For the 1990-1993 report, see ED 331 510.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Higher Education; Institutional Libraries; Library Development; Library Education; *Library Planning; *Library Services; Library Standards; *Long Range Planning; *Organizational Objectives; *Program Development; Public Libraries; State Programs; Statewide Planning; User Needs (Information)
IDENTIFIERS- *Library Services and Construction Act; *South Carolina State Library

(e.g., the side with the tight end is the strong side) and practice identifying players, formations, and plays. In addition, the rules and video practice activities alone were not sufficient to enhance schema acquisition. A rich video context was needed in which to learn the heavily visual task of understanding professional football. Copies of the pre- and post-tests are appended. (24 references) (Author/DB)

ED 345 706 IR 015 516

Hunt, Nancy P.; Bohlin, Roy M.
Entry Attitudes of Students towards Using Computers.
PUB DATE- Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the California Educational Research Association (70th, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Computer Assisted Instruction; Correlation; Databases; Fear; Higher Education; *Microcomputers; *Predictor Variables; Preservice Teacher Education; *Prior Learning; Programing; *Self Esteem; Spreadsheets; *Student Attitudes; Word Processing
IDENTIFIERS- *Computer Anxiety

This paper presents the results of a study designed to determine the computer anxiety, attitudes, and confidence levels of students enrolling in preservice teacher education computing courses. Specific questions compared these students with national norms, and looked to see whether sex, age, or past computer experiences had any effect on measures of student enjoyment of using computers, their computer anxiety and confidence levels, and their perceptions of the usefulness of computers. Data were collected from 518 college students (394 female, 108 male, and 16 not reported). Results indicated that prior knowledge and experience with computers correlate highly with student attitudes toward computer use. This relationship indicates that these earlier experiences were generally successful, even though the majority of the experiences consisted of recreational computer games and simple word processing. Approximately 32% of the variance in anxiety scores, 30% of the variance in confidence scores, and 10% of the variance in usefulness scores were shared by previous word processing, recreation, programming, and database experience. Removing sex, age, and experience using spreadsheets did not significantly change the predictive value of the equation for the anxiety, confidence, or usefulness subscale scores. It is concluded that student attitudes toward working with computers are important indicators of the ways in which students will use computers when they become teachers in their own classroom settings. (9 references) (DB)

ED 345 707 IR 015 529

Demiray, Ugur
A Review of the Literature on the Open Education Faculty (1982-1990).
PUB DATE- 90
NOTE- 121p.; For related reports, see IR 015 532 and IR 015 534.
LANGUAGE- English; Turkish
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies

and 1992/93 under Chapter 917, as well as the amount that these requests were reduced in 1991/1992 for each library system. Tables display data on state support requested for public libraries and library systems; reference and research library resources systems; school library systems; coordinated collection development; medical/hospital library systems; regional database/automation systems; preservation/conservation; the New York Historical Society; and the New York State Library for the Blind and Visually Handicapped. (MAB)

ED 345 724 IR 054 011

VanDereedt, Angie S.
Findings Aids--Records--Computers: One Archivist's Search for User-Friendly Reference.
SPONS. AGENCY- National Archives and Records Administration, Washington, DC.
PUB DATE- 6 Jun 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Archives; Cataloging; *Databases; Data Processing; Flow Charts; *Indexes; *Information Retrieval; Information Seeking; Library Collections; *Primary Sources; *Records Management; Resource Materials; User Needs (Information)
IDENTIFIERS- *National Archives DC

This paper examines some of the finding aids (e.g., information that provides insight into a group of records in an archival collection) currently used or being developed by the National Archives and Records Administration (NARA). It explores their practicality and whether and how they can be improved. In addition, the paper analyzes the factors that make it appropriate for NARA to develop computerized finding aids below the series level and for multiples series using word processing or database software. The records used for this study are the master abstracts of certificates of enrollment, certificates of registry, and licenses for merchant vessels that are used to compile vessel histories, as well as the files containing vessel histories developed by the archives staff; the indexes to abstracts of nineteenth century seamen's protection certificates; indexes to missing air crew reports; records of appointments to federal offices; the microfilm publications of the Decimal File of the Department of State; and a list of postmasters. It is concluded that there are many records in the National Archives that could be better utilized if finding aids were put in another format (such as a computerized format) or rearranged in a manner that would address a majority of the requests. Three appended flowcharts identify the decision-making processes of deciding whether to: (1) create or improve finding aids; (2) computerize finding aids; and (3) create new finding aids. (16 references) (MAB)

ED 345 725 IR 054 012

Whitehead, Don J., Comp.
Institute of Educational Technology. Series List. Reports and Papers Produced in Series 1969-1991. A Companion to "The Institute Bibliography."
PUB DATE- 91
NOTE- 82p.; For the 1992 supplement, see IR 054 013.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

Work" (Rhonna A. Goodman, Assistant Coordinator of Programs and Services, METRO); and (6) "Collection Development: Survival Tactics in an Age of Less: Annotated Selective Bibliography" (Mimi B. Penchansky, Head, Online Search Service, and Suzanne R. Katz, Interlibrary Loan Librarian, Queens College, CUNY). (MAB)

ED 345 744 IR 054 047

OCLC Annual Report. 1990/91.
PUB DATE- 1 Oct 91
NOTE- 44p.; Some photographs and pages may not reproduce well. For a summary of OCLC's strategic plan, see IR 054 043.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; *Bibliographic Databases; *Bibliographic Utilities; Cataloging; Database Producers; Financial Audits; Information Retrieval; Information Technology; Library Networks; Long Range Planning; *Online Systems; *Reference Services; *Telecommunications; Union Catalogs
IDENTIFIERS- *OCLC

Beginning this annual report is a letter to the OCLC membership from OCLC President and Chief Executive Officer, K. Wayne Smith. Statistical data are then presented in tables and/or graphs for OCLC programs and the system's financial status for fiscal years 1990/91 and 1989/90; the growth of the OCLC Online Union Catalog from 1971-1991 in terms of LC-MARC (Library of Congress-Machine Readable Cataloging), LC-created/member-input, and member-input records; and the number of participating member libraries. Information about OCLC's new, modular technological platform is then provided, including the new telecommunications network, the new online system (PRISM service), and the new reference system (EPIC and FirstSearch services). Strategic information alliances that OCLC is entering into with other organizations are also described. It is noted that these alliances will provide new products and services in such areas as preservation, electronic publishing, and document delivery. A month-by-month review of OCLC's major accomplishments during the fiscal year is followed by an overview of OCLC's services to libraries from 1972 to 1991, which is presented in a chronological table. Concluding the report are the 1990/91 financial report and the names of the OCLC Board of Trustees, officers, users council delegates, and network members. (MAB)

ED 345 745 IR 054 052

Baggett, Ann Utsey
Automation and Its Funding in the Library Media Centers in Secondary Schools in Georgia: A Survey.
PUB DATE- 92
NOTE- 59p.; Masters Thesis, Georgia State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Databases; *Financial Support; *High Schools; Integrated Library Systems; *Learning Resources Centers; *Library Automation; Online Catalogs; Online Searching; Optical Data Disks; Questionnaires; School Surveys

the Commission's indicators concerning the diffusion of the policy, the assignment of responsibility for implementing the policy, and the development of course plans. In addition, the extent to which the policies have become instruments for institutional development is assessed. Concluding comments stress the importance of program evaluation and programmatic standards to ensuring that students receive comparable and high-quality apprenticeship experiences. Appendixes provide tables illustrating trends in policy formation between 1985 and 1991. (AC)

ED 345 762 JC 920 237

Ramirez, Gus

Campus Security Act & Students' Right To Know.

PUB DATE- 14 Nov 91

NOTE- 49p.; Speech presented at the Annual Meeting of the National Council of Community College Business Officials (Ashville, NC, November 14, 1991). For two campus crime reports developed by Johnson County Community College, see ED 344 656-657.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Colleges; *Compliance (Legal); *Crime; Crime Prevention; Educational Legislation; *Federal Legislation; Higher Education; Law Enforcement; *School Responsibility; *School Safety; *School Security; Victims of Crime

IDENTIFIERS- *Student Right to Know and Campus Security Act

In November 1990, the Students' Right to Know and Campus Security Act became law, requiring all postsecondary institutions that receive federal student aid to collect campus crime statistics and make timely reports to the campus community on crimes that are considered a threat to other students and other employees. The law also requires that institutions distribute an annual crime and security policies report to all current students and employees, and make the report available to prospective students and employees. College and university units involved in complying with the law are financial aid, student affairs, Greek affairs (off-campus student organizations), admissions, personnel, housing, residence life, public information, legal counsel, security/police, athletics, and registrar's office. Each unit has separate reporting responsibilities. Crimes to be reported include murder, rape, robbery, aggravated assault, burglary, motor vehicle theft, and hate crimes; arrests to be reported include liquor law violations, drug abuse violations, and weapons possessions. Crime and arrest statistics, compiled for the school year, must be reported by September 1, 1991. Currently, crimes are reported on a hierarchy basis, with only the most significant crime reported during a single incident; using the National Incident-Based Reporting System (NIBRS), all of the crimes which may be committed in a single incident are reported. Another possible change in crime statistics reporting may come with the passage of proposed amendment S.15, the Violence Against Women Act 1991, which would add "rape or sexual assault" to the list of crimes reported. Considerations in developing a campus law enforcement record-keeping system are suggested. Six resource lists are attached. (JMC)

Non-Returning Student Survey.
PUB DATE- May 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Attendance; Community Colleges; Comparative Analysis; Dropout Research; *Dropouts; Followup Studies; Questionnaires; School Holding Power; Stopouts; *Student Attitudes; *Student Attrition; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- Charles County Community College MD

In spring 1992, Charles County Community College (CCCC) conducted a telephone survey of non-returning fall 1991 students to determine their reasons for not returning to CCCC. In order to obtain comparison data, a questionnaire designed and administered by Prince George's Community College (PGCC) (Largo, Maryland) in 1988 was used with one minor adaptation. Based upon a target sample of 311 completed surveys, study findings revealed the following: (1) the three main reasons given for not returning were job demands (53%), insufficient time (42.4%), and financial reasons (31.1%); (2) 20.6% of the respondents said that the college could have influenced them to return; (3) 73% indicated that they planned to return to CCCC; (4) the three main reasons cited by CCCC respondents for not returning were the same as those given by PGCC respondents four years earlier, despite the differing economic climate in which the two surveys were conducted; (5) equal numbers of CCCC and PGCC respondents cited "desired courses not offered" (17%) and "moved from area" (8%) as their reasons for not returning to the colleges; (6) 19.6% of PGCC students stated that the college could have influenced them to return; and (7) more PGCC (85%) than CCCC respondents said that they planned to return to the college. Graphs, tables, and the survey instruments are provided. (JSP)

ED 345 780 JC 920 256

Cohen, Arthur M.
Curriculum Study Report, June 1992.
PUB DATE- Jun 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advanced Courses; *College Curriculum; College Transfer Students; Community Colleges; Comparative Analysis; *Courses; Curriculum Research; *Educational Trends; Enrollment Trends; General Education; *Intellectual Disciplines; *Liberal Arts; Minority Groups; National Surveys; Remedial Instruction; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Transfer Rates (College)

In 1992, the Center for the Study of Community Colleges (CSCC) in California examined the liberal arts curriculum in community colleges nationwide through a random sampling of 164 community colleges. Using spring 1991 catalogs and class schedules, course sections in the liberal arts were counted and tallied according to a coding scheme developed in previous CSCC studies which divided the liberal arts curriculum into major disciplines, broad subject areas, and sub-subject areas. After coding and tallying 59,205 liberal arts classes into the appropriate sub-subject areas, a random sample of every 10th student work as an intern during the student's college training. Appendixes provide the survey instrument and a list of firms willing to accept an OCC student intern. (JMC)

ED 345 796 JC 920 276

Sign Language Interpreter Needs Assessment.
PUB DATE- Nov 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Deaf Interpreting; *Employer Attitudes; Employment Projections; Feasibility Studies; Job Training; *Labor Market; *Labor Needs; Needs Assessment; Occupational Surveys; Program Proposals; Questionnaires; *Sign Language; Telephone Surveys; Two Year Colleges

In 1991, a study was conducted by Oakland Community College (OCC) in order to evaluate the need for a proposed Sign Language Interpreter program. OCC's study focused on validating and updating findings from a similar research project begun in fall 1989 by Macomb Community College (MCC) in Warren, Michigan. Federal and state legislation, data from the Michigan Occupational Information System, and related programs offered at institutions of higher education in Michigan and Illinois were examined. In order to assess employment prospects in the field, a telephone survey was conducted of two groups of local potential employers: educational institutions within Michigan (n=28); and regional non-educational entities, such as hospitals and governmental agencies (n=42). Study findings included the following: (1) educational institutions, in particular intermediate school districts, provided the major source of full-time employment for interpreters, while most non-educational entities employed part-time or contract interpreters; (2) 18 of the entities surveyed saw no identified need to provide interpreting services to their employees, customers, or clients; (3) interpreters employed by the state of Michigan earned between $19,982 and $29,086 annually, while most other pay scales were based on hourly wages ranging from $8 to $25; (4) three colleges in southeast Michigan provided interpreter training programs, which tended to enroll comparatively small numbers of students at the higher course levels; and (5) estimated equipment costs for an interpreter training program were between $4,000 and $5,000. Appendixes contain MCC's needs assessment study report, survey instruments, and a follow-up memorandum; a list of employers surveyed by OCC; information about the Registry of Interpreters of the Deaf certification categories; and data from a register of certified interpreters in Michigan. (JMC)

ED 345 797 JC 920 277

Cardiovascular Technology Program Needs Assessment.
PUB DATE- Mar 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; *Allied Health Personnel; Community Colleges; *Employer Attitudes; Employment Projections; Feasibility Studies; Job Training; *Labor Market; *Labor Needs; Needs Assessment; Occupational Surveys; Program

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Community Colleges; Creative Teaching; Creative Thinking; *Educational Change; *Educational Philosophy; Educational Principles; Foreign Countries; *Imagination; *Instructional Innovation; Learning Processes; Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods; Two Year Colleges

The present crisis in education is so severe that to return to the "basics," or simply to improve the standard approach to instruction, will only make the situation worse. Missing is a recognition of the importance of the imagination in the learning process. I. A. Richards (1925) has identified six distinct aspects of the imagination: (1) the production of vivid images, usually visual; (2) the use of figurative language; (3) the sympathetic reproduction of other people's states of mind; (4) inventiveness in the combining of disparate ideas; (5) relevant connections for scientific or technical purposes; and (6) the recognition of opposite or discordant ideas. Educators need to encourage a literacy of the imagination. In order to achieve this, the focus of classroom activity needs to shift from providing answers to helping students formulate thoughtful, carefully worded questions which are important to them. Students should feel that what they bring to the class is of value. They must be placed in classes appropriate to their level of skill. Assignments need to emphasize the acquisition, rather than the display, of knowledge. Teachers should encourage an ongoing evaluation of their work by students, and attempt more frequently to take the viewpoint of the learners. Learners should be encouraged to function as a community, rather than as individuals in competition with one another. Administrators, too, should be seen by faculty as both contributors and learners in this community. The use of interactive multimedia technology can contribute to the process. Realizing this new learning environment would require a substantial investment, not of cash, but of imagination. (JSP)

ED 345 814 JC 920 299

Sullivan, Leila Gonzalez
The New Workforce: Not Just Rosie the Riveter.
PUB DATE- 28 Feb 92
NOTE- 16p.; Paper presented at the American Association of Women in Community and Junior Colleges Region IV Conference (Hilton Head, NC, February 28, 1992) and Region I Conference (Sturbridge, MA, June 19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Dual Career Family; Economic Development; *Employed Women; Employment Patterns; *Employment Projections; Females; Job Training; *Labor Force; *Labor Force Development; *Labor Market; *Labor Needs; Minority Groups; Nontraditional Students; Public Policy; Two Year Colleges; United States History

American women have always been an integral part of the work force, first on the family farm and later as industrial laborers. In World War II, millions of women went to work only reference list is provided. (BC)

ED 345 830 PS 020 414

Loveridge, Judith
Does More Equal Better, and for Whom? Discourse and Practice in Parent Education.
PUB DATE- Sep 91
NOTE- 14p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Children; *Child Rearing; Foreign Countries; Infants; *Learning Processes; Parent Attitudes; *Parent Education; Parent Influence; *Parenting Skills; Peer Influence; *Reader Text Relationship; Sleep; *Theory Practice Relationship
IDENTIFIERS- *Foucault (Michel); New Zealand

The ideas, practices, and day-to-day impact of parent education should be critically examined, and Michel Foucault's conception of discourse provides a useful model for doing so. Contemporary discourses about becoming a parent achieve their authority in different ways. In contrast to the child care literature by so-called experts earlier in this century, contemporary writers emphasize their neutrality, seeking to increase parent confidence rather than telling parents how to raise their children. These authors use their academic or medical credentials to establish themselves as authorities, and use various stylistic devices to legitimate their points of view. To examine the effects of contemporary parenting literature on the lives and behaviors of parents, an ethnographic study of a New Zealand family was undertaken during the first year after a child was born. The couple had family living nearby and spent time with them. This was in contrast with the norm portrayed by authors of child care books, who feel that their books are necessary substitutes for the advice traditionally given by members of extended families. Interviews with the couple revealed the importance of social context (for example, the attitudes of their peers) to their position with respect to the child-rearing methods recommended by particular authorities. In one instance, authorities, including a professional nurse and parenting books, were used to legitimate the course of action the parents were taking with respect to their child's sleep patterns. It is concluded that future policies and programs of parent education need to be driven by a concern for the social conditions in which the care of children and parent education occurs. (AC)

ED 345 831 PS 020 438

Flekkoy, Malfrid Grude
A Voice for Children: Speaking Out as Their Ombudsman.
PUB DATE- 91
NOTE- 249p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Child Welfare; Family Environment; Foreign Countries; Government Role; Grievance Procedures; *Ombudsmen; *Program Effectiveness; *Program Implementation
IDENTIFIERS- Childrens Reports; *Norway; *United Nations

Seminar (Washington, D.C., May 18, 1990). Meeting Highlights and Background Briefing Report.
SPONS. AGENCY- Consortium of Family Organizations.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 46p.; For other documents in this series, see PS 020 539-543 and PS 020 549.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Day Care; Early Childhood Education; Federal Aid; *Federal Legislation; *Public Policy; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Child Care and Development Block Grant; Earned Income Tax Credit; *Family Support Act 1988; Project Head Start; Social Security Act Title IV A; Welfare to Work Programs

One of a series of family impact seminars, the meeting described in this document was held to discuss the child care provisions of the Family Support Act (FSA). This document provides highlights of the seminar and a background briefing report prepared before the meeting. The highlights section summarizes presentations by the seminar's four panelists, beginning with Richard Ferreira's overview of the FSA's child care provisions, the status of the states' implementation of these provisions, and future challenges. Next, highlights from Aletha Wright's discussion of the implementation of the child care component of New Jersey's welfare-to-work program focus on parental choice and informal care, statewide planning and coordination, and new and upcoming issues. The report then summarizes Sandy Skolnik's explanation of the need for and development of a child care resource and referral program in Maryland. Finally, the report covers Lawrence Aber's presentation on research on the effectiveness of welfare reform. This section concludes with points raised during the discussion. The briefing report addresses the following topics: (1) goals and assumptions of the FSA; (2) characteristics of families receiving Aid to Families with Dependent Children (AFDC); (3) patterns of child care use and preferences among AFDC women; (4) the FSA and its effect on child support enforcement, the AFDC-Unemployed Parent Program, and the new Job Opportunities and Basic Skills (JOBS) Training Program; (5) child care provisions in the FSA; (6) implementation issues, such as concern about child care shortages, informal care or care by relatives, coordination and continuity, the roles of resource and referral agencies and case managers, integration of welfare reform and family support and education programs, and transitional child care issues; (7) child care legislation in the 101st Congress; and (8) plans for evaluation and research in the FSA. The report includes 50 references and a list of organizational resources. (AC)

ED 345 849   PS 020 541

Ooms, Theodora; Herendeen, Lisa
The Child Care Market: Supply, Demand, Price and Expenditures. Family Impact Seminar (Washington, D.C., January 13, 1989). Meeting Highlights and Background Briefing Report.
SPONS. AGENCY- Consortium of Family Organizations.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 24p.; For other documents in this series, see PS 020 539-543 and PS 020 549.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Pluralism; Curriculum Development; Curriculum Enrichment; Curriculum Guides; *Early Childhood Education; Educational Environment; Elementary School Teachers; *Integrated Curriculum; Mathematics Instruction; *Multicultural Education; Play; Preschool Teachers; Reading Instruction; Science Instruction; Social Studies; Writing Instruction; Young Children
IDENTIFIERS- Developmentally Appropriate Programs; Diversity (Student)

This monograph is intended to provide a rationale for multicultural education and to serve as a manual for teachers. It includes activities and strategies for teaching preschool and primary-age children from a multicultural perspective. The document is organized into six chapters, four of which include sample lessons. Chapter 1 provides the basis for inquiry into what a multicultural curriculum is and the way in which it responds to the needs of a population of increasing cultural diversity. Chapter 2 offers a rationale for the present social studies structure in the primary grades and discusses ways to modify lessons within that structure to embody a multicultural perspective. A historical picture of changing perspectives in science and mathematics in early childhood education is provided in Chapter 3. This chapter describes ways to help all children succeed in science and mathematics through the use of a multicultural perspective. Chapter 4 focuses on teacher characteristics that enhance the teaching of a curriculum with a multicultural perspective. In Chapter 5, discussion concerns the ways in which play supports the goals of multicultural education. Chapter 6 extends the process of creating a multicultural climate to aspects of the classroom that do not fall within the established subject areas. A list of 86 references, a list of 20 children's books, and a list of teacher resources are provided. (GLR)

ED 345 866   PS 020 578

Kemple, Kristen M.
Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Affective Behavior; Aggression; Communication Skills; Conflict Resolution; *Family Role; Interpersonal Competence; Intervention; Parent Participation; Parent Teacher Conferences; *Peer Acceptance; Peer Groups; Peer Relationship; *Preschool Children; Preschool Education; *Reputation; Self Concept; *Social Behavior; *Teacher Role
IDENTIFIERS- Caregiver Role; ERIC Digests

This digest discusses factors associated with the acceptance and rejection of preschool children by their peers and offers a number of strategies that teachers and other adults can use in their attempts to help children achieve social acceptance. Behaviors and characteristics associated with peer rejection include aggression and misinterpretation of peers' emotions. Those associated with peer acceptance include cooperation and good communication skills. A child's social reputation may influence the way other children perceive his or her behavior. In order to help a rejected child gain social acceptance, an adult must first identify the child's areas of difficulty

Learning; *Early Childhood Education; *Inservice Education; *Instructional Materials; *Integrated Curriculum; Mathematics Instruction; Play; Science Instruction; Staff Development; Student Evaluation; Teachers; *Workshops
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Emergent Literacy

This document is the second volume of a three-volume set comprising a workshop leader's guide designed to help in-service providers conduct workshops on early childhood education for teachers, administrators, and others associated with Chapter 1 programs. The guide contains step-by-step procedures for preparing, organizing, and presenting a full-day comprehensive workshop. To allow flexibility in workshop presentation, workshop variations and alternate activities are suggested; in addition, the 10 sections in the guide are designed so that they can be expanded or contracted. Volume II of the set contains Sections 6 and 7 of the guide, includes instructional activities and handouts. Section 6, "Handout Masters--Instruction," contains 11 handout masters on the topics of cooperative learning, reading aloud, dramatics, music, art, movement, mathematics, emergent literacy, science instruction, and class schedules. Section 7, "Handout Masters--Evaluation," contains 10 handouts related to evaluation in early childhood education. The handouts include: (1) a quick reference guide to child development; (2) position statements by educational organizations regarding school readiness, accountability, evaluation standards, and standardized testing; (3) principles for kindergarten entry and placement; (4) a learning environment checklist; and (5) a sample portfolio assessment for young children. (BC)

ED 345 885 PS 020 663

Godt, Pamela Terry; And Others
Early Childhood Education. Volume III: Guidelines, Standards, and Model Programs. Curriculum and Instruction Specialty Option Workshop Leader's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 91
NOTE- 215p.; For volumes I and II, see PS 020 661-662.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Demonstration Programs; Disabilities; *Early Childhood Education; Educational Objectives; Educational Policy; *Guidelines; *Inservice Education; Integrated Curriculum; Mathematics Instruction; Migrant Children; *Program Descriptions; Staff Development; *Standards; Student Evaluation; Teachers; *Workshops
IDENTIFIERS- Developmentally Appropriate Programs; *Education Consolidation Improvement Act Chapter 1; Even Start; Hawkins Stafford Act 1988

This document is the third volume of a three-volume set comprising a workshop leader's guide designed to help in-service providers conduct workshops on early childhood education for teachers, administrators, and others associated with Chapter 1 programs. The guide contains step-by-step procedures for preparing, organizing, and presenting a full-day comprehensive workshop. To allow flexibility in workshop presentation, workshop variations and alternate activities are suggested; in addition, the guide's 10 sections are designed so and availability and burnout were the most frequent disadvantages. School board chairs were more enthusiastic than superintendents about renewing the arrangement. Almost half of superintendents preferred to serve a single district. Comments emphasized the importance of the superintendent's abilities and personality and the support of staff and board. Suggestions included limiting the arrangement to a short period of time, and viewing the arrangement as a preliminary step to school district reorganization. (SV)

ED 345 903   RC 018 679

Kleinfeld, Judith
Alaska Native Education: Issues in the Nineties. Alaska Native Policy Papers.
PUB DATE- Apr 92
NOTE- 35p.; Supported by the Henry M. Jackson Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Alaska Natives; *American Indian Education; Bilingual Education; College Attendance; *Educational Policy; Elementary Secondary Education; Higher Education; *School Community Relationship; Teacher Shortage
IDENTIFIERS- Alaska; Fetal Alcohol Syndrome

This booklet identifies several crucial problems in Alaska Native education, for example: (1) Fetal Alcohol Syndrome (FAS) and Fetal Alcohol Effects (FAE) occur in Alaska Native populations at relatively high rates and can produce mental retardation, hyperactivity, attention deficits, and learning disabilities; (2) while many Native rural school districts have exceptionally low achievement test scores, a few do not, the success of these few appears to arise from widespread community support for educational goals, support that is conspicuously absent in many Native communities; (3) efforts to introduce the study of Native languages and cultures into the classroom are frequently unsatisfactory to students and communities due to lack of instructional materials, insufficient attention to staff development, and uncertain funding; (4) in recent decades, educational policy on secondary education has swung from a system of boarding schools to one of small high schools in rural villages, each system has its advantages and disadvantages; (5) Native students in general have a lower college attendance rate than White students, but Native female college graduates greatly outnumber Native male graudates; (6) Native students in urban schools suffer prejudice and academic disadvantages and have high dropout rates; (7) only 5% of Alaska teachers are Natives, and some districts have no Native teachers; (8) the basic issues of Native education have been on the public policy agenda for many years and no longer command attention. Recommendations are made for changes in public policy for alleviating crucial problems. This booklet contains 24 references. (SV)

ED 345 904   RC 018 680

Sprenger, Joyce
Okiciyapo Hechel Lena Oyate Kin Nipi Kte (Help Each Other That These People May Live). Facilitating Academic Attainment in Adolescent Sioux Students in the Public School Systems in South Dakota.
PUB DATE- 92
NOTE- 26p.; Paper presented at the National Conference on Creating the Quality School (March 30-April 1, 1992).

participants, the plan of action, a mission statement, and 13 references. (JDD)

ED 345 467 EC 301 229

Sports and Athletics: Issues for Adolescents with Chronic Illnesses and Disabilities. CYDLINE Reviews.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Apr 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Athletics; *Chronic Illness; *Disabilities; Exercise; Mental Retardation; Organizations (Groups); Outdoor Activities; Physical Disabilities; *Physical Fitness; Recreational Activities; Secondary Education; Visual Impairments; Young Adults

This annotated bibliography focuses on issues in sports and athletics for adolescents and young adults with chronic illnesses and disabilities. The listings are drawn from the National Resource Library of the National Center for Youth with Disabilities, which includes journals, books, and non-published materials. The section on bibliographic materials is divided into categories for physical disabilities (38 resources), mental retardation (10 resources), chronic illnesses (31 resources), visual impairments (5 resources), and fitness (37 resources). A section on training and educational materials lists four videotapes/films, a brochure, a curriculum, an exercise program, and a manual. A final section lists five organizational and periodical resources. Listings include bibliographic information along with descriptive annotations of generally two to four sentences. (JDD)

Phillips, Elaine M.
Overcoming Difficulties in Testing Oral Competency: A Discussion of Facilitating Factors.
PUB DATE- 88
NOTE- 16p.; For the journal as a whole, see FL 019 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Grading; Higher Education; High Schools; *Language Proficiency; Language Skills; *Language Tests; *Oral Language; *Second Language Learning; Small Group Instruction; Student Evaluation; Testing
IDENTIFIERS- *Oral Proficiency Testing

Because interest in oral proficiency on the part of foreign language educators has persisted on several fronts, the common problems that teachers face in implementing oral testing are discussed, and possible solutions are offered. The problems discussed include the following: (1) how to find the time; (2) how to develop tests; and (3) how to evaluate performance. Suggested solutions include setting up role-playing situations for small groups of students and using a simplified evaluative scale to relieve some of the burden of oral testing. Testing students in groups of two to four at a time greatly reduces the teacher's time and also helps alleviate some of the students' anxiety about testing. Regularly administered tests of speaking skills that relate to materials covered in class, as opposed to standardized tests, and proficiency exams dealing with global ability are useful. Open-ended situations work best for intermediate and advanced level students. A simple grading system is outlined. Contains 11 references. (LB) thinking and doing; and as knowing what to do. The last of these is seen as leading to the second question. In response to this question, three phases of teacher learning are examined: the foundation on which the prospective teacher begins to build teaching knowledge; the process of assembling knowledge; and the process of learning teaching over time. Finally a metaphor for teacher learning is suggested, drawing on the concept of interlanguage in second language learning. "InterTeaching" is defined as the teacher's movement toward effective and self-sufficient practice. The metaphor is found useful both for projecting order and rationale onto the highly individual experience of learning to teach and as a focus for further investigation of the process of learning teaching. (MSE)

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Cultural Context; Cultural Traits; *Discourse Analysis; *English; *Expository Writing; Intercultural Communication; Language Research; *Language Variation; Linguistic Theory; Literary Criticism; *Regional Dialects; *Sociocultural Patterns
IDENTIFIERS- *English (Indian)

A study was undertaken to demonstrate that expository prose written in Indian English exhibits certain characteristics determined by the sociocultural conventions of writing in the Indian tradition. These features of Indian English texts are often judged to be inappropriate by native speakers of North American and British English, and mistakenly attributed to a lack of knowledge of the linguistic conventions of English on the part of the Indian English writer. The report discusses data drawn from newspapers, magazines, books, papers on literary criticism, and textbooks and papers on linguistics, and points out the need for developing awareness and appreciation of different conventions of writing in non-native forms of English. It is concluded that a lack of such awareness and appreciation will lead to failure in cross-cultural communication through the written mode in English. A 42-item bibliography is appended. (MSE)

Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Standards; Business Administration Education; *Business Communication; Course Descriptions; Course Organization; *Cultural Awareness; Cultural Differences; Curriculum Development; Higher Education; *Instructional Materials; *Japanese; *Material Development; Second Language Instruction; *Second Languages

IDENTIFIERS- *Eastern Michigan University

Business Japanese should be the study of Japanese language and culture for business communication and should include values and beliefs and institutional constraints on which the Japanese act as well as business etiquette and terminology. Topics to be covered in instruction will vary depending on the role (seller, buyer, or colleague) played by the individual in either the Japanese or the American market. Each role in each market requires familiarity with different relationships, practices, language use, language choice, and cultural knowledge. Lack of instructional materials in Business Japanese makes development of materials necessary. However, even after appropriate topics are chosen, attention must be given to fitting objectives and expectations to the realities of student capabilities and needs, institutional constraints, and program characteristics and goals. While Japanese language proficiency is secondary to other professional qualifications of students, student marketability will be greatly enhanced by the addition of Japanese language competence. Here again, course content should be geared to practical role needs. Audiovisual and print instructional materials developed for three business Japanese courses at Eastern Michigan University illustrate how materials can focus on specific role requirements. Some other appropriate materials are available in the literature on Japanese business. (MSE)

dictation, using word processing, and correcting grammar. Contains 4 references. (LB)

ED 345 568 FL 020 395

Pilkenton, David
Career Spanish at Mesa State College.
PUB DATE- 19 Mar 91
NOTE- 37p.; Paper presented at the Eastern Michigan University Conference on Languages for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991). Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Careers; College Second Language Programs; Course Descriptions; Employment Opportunities; Higher Education; *Language Proficiency; *Languages for Special Purposes; *Second Language Instruction; *Spanish; State Colleges
IDENTIFIERS- *Mesa State College CO

The development and results of Career Spanish instruction at Mesa State College in Colorado from 1975 to 1991 are described. The class is an individualized, career-oriented class for students who have only 3 to 6 semester hours available for foreign language study and an interest in particular vocational applications of Spanish. With no prerequisites, the class allows students to enroll at the beginning of any semester regardless of their career interest or level of ability. After a 6-8 week introduction to Spanish, beginning students transfer to the career option of their choice; those who do not need the introduction begin work immediately on their chosen option with the help of bilingual aides or paraprofessionals. Available options include agriculture, airlines, automotive services, business, elementary education, emergency medical technicians, engineering, hotel management, law enforcement, medical office work, mining engineering, nursing, petroleum engineering, predentistry, pre-law, pre-medicine, pre-optometry, pre-pharmacy, physical therapy, radiologic technology, recreation and leisure services, restaurant management, secretarial services, social services, Spanish for business and professional travelers, and travel agents. Increased enrollment, low attrition rate, students' above-average test scores, and results of both formal and informal follow-up student opinion surveys and evaluations indicate positive responses to the class. The Career Spanish concept is adaptable to either 2- or 4-year institutions of higher education. (LB)

Development must offer people not only release from poverty but also social esteem and political freedom. While knowledge production has exploded, its distribution and use is still limited, especially in the Third World. Literacy is the most promising means of bringing information and technology to common people in developing nations. Each country carries out development in its own context and by its own values, but development is also a global concern. Individual power can be viewed as the universal human need and the differentiated individual capacity to affect both material and symbolic environments. However, power is unequally distributed. Empowerment is the process whereby the powerless: (1) acquire critical consciousness about their individual reality; and (2) organize to multiply individual into collective power. A challenge to most developing countries is to retrieve and renew usable knowledge from indigenous traditions and connect it with new scientific and technical knowledge. The print and electronic media of mass culture do not always serve the knowledge needs of these populations. Education can be brought to them through traditional and nontraditional means. Adult literacy is potential power, but just as development must be appropriate to yield the desired results, literacy education must also be appropriately defined and designed. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

Bicultural Efficacy and College Adjustment.
PUB DATE- 23 Apr 92
NOTE- 38p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adjustment (to Environment); Behavior Development; *Biculturalism; *College Freshmen; Expectation; Higher Education; Individual Power; Minority Groups; Private Colleges; *Self Efficacy; Social Differences; Social Integration; *Student Adjustment; Student College Relationship; Whites

The retention of ethnic minorities is a major problem in American colleges and universities. This study deals with the factors that affect adjustment to college and, in particular, to achievement of "bicultural efficacy" for this group. Bicultural efficacy is defined as an individual's expectations that he or she can (or cannot) manage the stress and conflict of living in two cultures at the same time without suffering negative psychological consequences or compromising his/her personal and cultural identity. Participants included 88 ethnic minority freshmen and a random sample of 30 Anglo freshmen from a private university in the West. Of these, 57 completed the study. Bicultural efficacy was assessed by the Bicultural Efficacy Scale, a sub-scale of the College Behavior Scale. Results of the study indicated that those students who have high bicultural efficacy scores have the perception of having adequate social support. A strong negative correlation was found between bicultural efficacy and both college adjustment and the grade point average. The study also found that the more a minority student was affiliated with Anglo culture the better was his/her college adjustment and academic performance. The findings support the hypothesis that academic success is a function of the individuation process. Included are 4 tables, 1 figure, and 21 references. (JB)

Student Evaluation of Teacher Performance; Teacher Behavior;
*Teacher Effectiveness; *Teacher Student Relationship; Teaching
Methods

This study examined how perceived teacher support of classroom questioning relates to other dimensions of teacher effectiveness, and how dimensions of teacher effectiveness are related to antecedents of classroom questioning. The study evaluated end-of-term ratings by college students (n=806) from 39 classes that suggested the following: (1) perceived teacher support of questioning is highly related to the effectiveness with which teachers present material (e.g., organization and enthusiasm) and their rapport with students; (2) teacher effectiveness dimensions of presentation and rapport influence the likelihood of students' classroom questioning in the same manner as perceived teacher support; (3) perceived teaching effectiveness and support of questioning are inversely related to the likelihood of student confusion; and (4) perceived support and effectiveness influence the likelihood of student questioning indirectly, by virtue of differences in whether students have questions and their hesitation to ask them. Suggested are further studies that include teacher self-ratings of effectiveness as well as classroom observations of student and teacher behavior. The appendix contains a sample of the Teacher Support of Questioning Scale. Contains 23 references. (Author/GLR)

trends. A luncheon session featured a speaker from the Office of Educational Research and Improvement and a talk by Senator James Jeffords of Vermont. Two talks followed by question and answer sessions treated causes and cures of cost escalation in college and university administrative and support services and state policy and productivity in higher education. A final speech emphasized that higher education finance and management are means, not ends, and that funding mechanisms are important channels of communication for funders and users. (JB)

ED 345 647 HE 025 542

Brown, Patricia Q.
Salaries of Full-Time Instructional Faculty on 9- and 10-Month and 11- and 12-Month Contracts in Institutions of Higher Education, 1980-81 through 1990-91. E.D. TABS.
PUB DATE- May 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Contracts; Educational Finance; *Full Time Faculty; *Higher Education; Private Colleges; Public Colleges; Sex Differences; Statistical Data; *Teacher Salaries; *Trend Analysis; Two Year Colleges

This publication presents 3 figures and 20 tables of data on higher education faculty salaries from 1980 to 1991. An opening section details the source and scope of the data collection. The figures show annual percentage change in average salaries of full-time instructional faculty, average faculty salaries in constant dollars and percentage of full-time instructional faculty on 9- and 10- month and 11- and 12-month contracts for 1990-91. The first 16 tables present the following types of data primarily for 9- and 10-month contracts: (1) salaries for the 50 states and the District of Columbia; (2) salaries by academic rank, type and control of institution; (3) salaries by academic rank and sex; (4) salaries by academic rank, sex, and type and control of institutions; (5) Consumer Price Index factors; (6) fringe benefits; (7) salaries by academic rank and state; (8) salaries in public institutions; (9) salaries in private institutions; (10) salaries in four-year, higher education institutions; (11) salaries in two-year institutions; (12) salaries in four-year public institutions; (13) salaries in two-year public institutions; (14) salaries in four-year private institutions; (15) total full-time faculty; (16) total full-time faculty with tenure; (17) salaries of full-time faculty on 11- and 12-month contracts; (18) salaries of full-time faculty on 11- and 12-month contracts by rank, sex and control of institution; (19) total 11- and 12-month faculty; and (20) salaries of faculty on 11- and 12-month contracts by rank and state. An appendix contains the survey instrument. (JB) on a province by province basis. An introductory section describes the project through which the study was undertaken, explains the indicators used, and discusses structural problems encountered in making comparisons. The central portion of the report is a tabulation of these indicators for each province and for Canada as a whole: provincial operating grants per student; provincial operating grants per capita; provincial operating grants plus student aid per capita; provincial operating grants plus fees per student; total operating income per student; provincial operating grants plus student aid as a percentage of gross general expenditures; provincial operating grants per $1,000 of provincial personal income; and total university operating expenditures as a percentage of provincial gross domestic product. Appended materials include guidelines and definitions and financial and enrollment data for each province. (JB)

ED 345 668   HE 025 569

Wangerin, Paul T.
Skills Training in "Legal Analysis": A Systematic Approach.
PUB DATE- Jan 86
NOTE- 78p.; Footnotes are in very small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Higher Education; Law Students; Learning Activities; *Learning Strategies; *Legal Education (Professions); Memory; Mnemonics; Skill Development; Thinking Skills; Writing Strategies
IDENTIFIERS- *Dialectical Reasoning

This paper describes a systematic method for teaching first year law students dialectical skills. An introductory section, Part I, critiques the traditional format for law education noting that at most schools, instruction in substantive courses impart knowledge but not the skills lawyers need in practicing their professions. Part II discusses, in a preliminary fashion, the idea of "thinking like a lawyer." It also defines and describes six individual skills in an attempt to divide up the dialectical skill of legal analysis into several discrete parts: (1) the skill of using facts; (2) the skill of using statutes; (3) the skill of using "synthesis"; (4) the skill of using analogies; (5) the skill of using "policy"; and (6) the skill of "reconciling" apparent contradictions. Part III explores some aspects of classroom teaching of dialectical skills including drill, syllabus development, recipes for construction of legal arguments, and the teacher as coach. The paper concludes with a call for combating the alien qualities generated by legal education through teacher willingness to transform their approach to instruction and their students. Included are 132 footnotes. (JB)

This report outlines the long-range program of the Library Services and Construction Act (LSCA) in South Carolina. The first of five chapters presents excerpts of the LSCA that describe its Titles I-III programs; explains the evolution of South Carolina's long-range Program for Library Development; discusses the dissemination of publications related to the LSCA programs in South Carolina; and touches on how LSCA programs are coordinated. Focusing on the library public, the second chapter discusses the probable impact of population increases on information needs and library services, and inventories the special needs of the economically disadvantaged, the illiterate, the blind and physically handicapped, persons with limited English-speaking ability, the elderly, and the institutionalized. The third chapter focuses on South Carolina libraries and their needs, including the South Carolina State Library, public libraries, institutional libraries, academic libraries, technical college learning resource centers, school library media centers, and special libraries. Library education programs in South Carolina institutions of higher education are also described, and maps and statistics are provided for public, institutional, and college and university libraries, and the South Carolina Library Network. A copy of the state aid agreement form between the South Carolina State Library and the state's public library systems is included. The adequacy, priorities, and evaluation procedures of Title I, II, and III projects are the focus of the fourth chapter, and the fifth presents the four goals of the state library together with objectives designed to meet those goals. (MAB)

(131)
DESCRIPTORS- Annotated Bibliographies; College Faculty; Developing Nations; *Distance Education; *Educational Research; Educational Technology; Educational Television; Extension Education; Foreign Countries; Global Approach; Literature Reviews; *Open Universities; Postsecondary Education; Telecommunications
IDENTIFIERS- *Turkey

This review of the literature begins with an overview of open universities and distance education around the world together with a brief review of the history of the Open Education Faculty (OEF) at Anadolu University in Turkey. It is noted that, in the beginning, OEF students were reached via printed materials, television courses, and academic counselling, with radio programs, video education centers, and later on, a newspaper. The annotated bibliography which makes up the major part of this study is then presented. It cites 95 reports on studies of the OEF from its establishment in 1982 through 1990. These studies include books, articles, master's and doctoral theses, and papers presented at seminars and national or international conferences. Entries are listed alphabetically by author, and titles are given in both Turkish and English with annotations in English. (Some studies originally conducted in English do not include Turkish titles.) Additional resources provided include a bibliography of the studies which cites only the authors and titles; a list of related printed materials, including issues of the Anadolu newspaper of the Open Education Faculty, general guides, and brochures; and subject and author indexes. (Items in the subject index are listed primarily in Turkish.) It is noted that a Turkish version of this study has also been published. (DB)

EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Instruction; *Computer Assisted Instruction; Continuing Education; *Distance Education; Educational Media; *Educational Research; *Educational Technology; Foreign Countries; Higher Education; Information Technology; *Open Universities; Telecommunications

Compiled to make available details of reports which contain the record of work by the research groups of the Open University's Institute of Educational Technology, this list is divided into two sections: (1) Completed Series; and (2) Current Series. Within each section the lists are placed in alphabetical order by program and, where known, the date of each individual item is given; items within a group are listed chronologically. A brief annotation accompanies each item. The first section contains lists of the following completed series: (1) Audio-Visual Media Research Group (AVMRG) papers; (2) Broadcast Evaluation Reports; (3) Course Development Group (CDG) papers; (4) Community Education Evaluation Group (CEEG) papers; (5) Continuing Education Research and Evaluation Group (CEREG) papers; (6) Distance Education Research Group (DERG) papers; (7) Project Group (PG) memos and reports; (8) Student Assessment Research Group (SARG) papers; (9) Study Methods Groups (SMG) papers; (10) Survey Research Department papers; and (11) Textual Communications Research Group (TCRG) papers. The second section includes lists of current series that will be added to in the future. At the head of each of the following series is the contact name, address, and telephone number for anyone wishing to obtain copies of items: (1) Computer-Assisted Learning Research Group (CALRG) technical reports; (2) Centre for Information Technology in Education (CITE) papers; (3) Programme on the Learner Use of Media (PLUM) papers; (4) Student Research Centre (SRC) papers; and (5) Teaching and Consultancy Center (TCC) papers. (MAB)

IDENTIFIERS- *Georgia

This report presents the results of a study whose purpose was to determine what automation is present in the library media centers in Georgia secondary schools and how it has been funded. A three-part questionnaire was sent to the media specialists in 50% of the secondary schools in Georgia, which were randomly selected. The analysis of the results was expressed with percentages and one chi-square determination. Of the 180 questionnaires sent to secondary school media specialists, 141 (78.3%) were returned; all but 2 of the questionnaires were usable. It was found that the most prevalent types of automation were catalog/circulation systems and CD-ROM. There were 53 (38.1%) schools with circulation/catalog systems and 47 (33.8%) that were using CD-ROM. Over three-fourths of all funding was with tax dollars; less than 10% of the funding was from non-tax sources. It was concluded that there is a significant amount of automation present in the Georgia secondary schools. Contrary to the hypothesis and the study of the literature, media specialists are not using non-tax sources for funding automation, but are instead relying on traditional tax sources. The survey instrument, cover letter, and lists of CD-ROM programs cited and the distribution of online databases used in Georgia secondary schools are appended. (29 references/9 tables) (Author/MAB)

ED 345 763   JC 920 238

Retention Report for First-Time Entering Students to Midlands Technical College, 1988-1991. Report II.

PUB DATE- May 92

NOTE- 26p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Persistence; Comparative Analysis; Developmental Studies Programs; High Risk Students; Longitudinal Studies; Minority Groups; *School Holding Power; Student Attrition; *Student Characteristics; Tables (Data); Technical Institutes; Trend Analysis; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Student Information System

In 1989, Midlands Technical College implemented a comprehensive student tracking and retention reporting system to provide data on first-time students beginning in fall 1988. Highlighted findings for 1988 through 1991 included the following: (1) the freshman to sophomore retention rate for the fall 1990 cohort was 53.8%, a 6.4% increase over the fall 1988 group; (2) the composition of the entering student cohort showed slight increases in the percentages of males, non-minorities, and part-time enrollees, as well as a significant increase in the percentage of students enrolled in partial or full developmental studies (DVS) classes during their first term; (3) the one-year retention rate of black students in the 1990 cohort increased by 9.2% over that of the 1988 cohort, while the two-year retention rate of black students in the 1989 cohort increased by 2.9% over that of the 1988 group; (4) retention among females increased from 51% for the fall 1988 cohort to 60.4% for the fall 1990 cohort, while male student retention increased from 42.5% to 45.8% during the same period; (5) the one-year retention rates of 1990 entering students enrolled in full or partial DVS classes their first term increased by 16.9% and 10.8%, respectively, when compared to their 1988 cohorts; (6) college-wide graduation rates within a two-year period decreased for the 1989 cohort when compared with the 1988 cohort; and (7) the first-year grade point averages of retained students rose steadily over the three years examined. The report provides detailed tables and graphs, as well as an appendix containing an aggregate retention report by program. (JMC) section under each broad subject area was pulled. Enrollment and average class size were calculated for these sections. Selected study findings included the following: (1) overall, the liberal arts expanded from 52% of the total curriculum in 1986 to 56% in 1991; (2) the most notable shift in the curriculum was in foreign languages, which rose from 5% to 8.5% of the entire set of liberal arts classes; (3) colleges in urban areas offered a higher percentage of remedial courses; (4) college size related to course patterns only in the provision of specialized classes; (5) while the transfer rate of a college was positively related to the percentage of liberal arts courses offered, there was no relation between the percentage of advanced courses offered and a college's transfer rate; and (6) the proportion of the curriculum devoted to the liberal arts was greater in the colleges that were above the mean in percentage of minority students enrolled. (JMC)

Proposals; Questionnaires; Two Year Colleges
IDENTIFIERS- *Cardiovascular Technology

In 1990/91, a study was conducted by Oakland Community College (OCC) to evaluate the need for a proposed Cardiovascular Technology program. Fifty-two local hospitals were surveyed to gather information on the employment demand, employment benefits and career preparation requirements for cardiovascular technologists (CVTs), yielding a 62% response rate. In addition, interviews were conducted with the directors of four existing CVT training programs in order to ascertain program costs. Study findings included the following: (1) employers were more likely to hire noninvasive CVTs than invasive CVTs; (2) 96% of the respondents indicated that they planned to hire new CVTs next year; (3) over 60% of all current CVTs would need retraining or upgrading of their skills within a year; (4) entry-level annual salaries for CVTs ranged from $18,675 to $25,846; (5) 56% of the respondents provided on-site training for CVTs, but 75% believed that current training for CVTs was inadequate; (6) more than 86% affirmed the need for a CVT program; (7) a majority of respondents were willing to allow OCC students to do on-site training for invasive (60%) and noninvasive (83%) procedures; and (8) while the estimates of costs for program start-up/first year ranged from $123,000 to $282,000, equipment costs could be reduced considerably by soliciting donations of capital equipment from hospitals or vendors. Appendixes include "Essentials and Guidelines of an Accredited Educational Program for the Cardiovascular Technologist" (initially adopted in 1985), minutes of an advisory committee meeting, the survey instruments, and lists of respondents. Includes 9 references. (JSP)

to be sent back home when the men returned. Today, women are in a very different situation. Between 1985 and 2000, 80% of new entrants into the work force are expected to be women, African Americans, Hispanics, and other minorities. Sixty-one percent of working-age women, more than 60% of them mothers, will be in the permanent work force by the year 2000, when 47% of the entire labor force will be female. Women are in the work force to stay, yet, despite improved conditions, women earn only 66-74 cents for every dollar earned by men. The most prevalent occupations are still the traditional ones: secretary, school teacher, semi-skilled machine operator, manager/administrator, sales worker, and bookkeeper/accountant. Twenty million new jobs will be created by the year 2000, most requiring some post-secondary education but the present economic recession has led to severe cuts in spending on education, most seriously affecting educational opportunities for women and minorities. The American Association of Women in Community and Junior Colleges (AAWCJC) is the only organization in the United States dedicated to promoting excellence and equity for women students and workers in community colleges. AAWCJC members serve as advocates for a coherent public policy that promotes the effective participation of women in the new work force. The current recession is only temporary. With wise public policies, creative educational ventures, and a belief in the essential worth of each human being as a worker and a citizen, it will be possible to build a competitive, world-class labor force. (JSP)

Convention on Rights of the Child

In 1981, the Norwegian parliament established an Ombudsman for Children to promote children's interests. This book describes the ombudsman's efforts to serve children, both in the past and the present, in 6 chapters. In Chapter One, a brief history of changes in families, children and society in Norway in the twentieth century is followed by details on the background and establishment of the office of the Ombudsman for Children. Chapter Two introduces the philosophy of, and the public relations techniques used by, the ombudsman. In Chapter Three, the types of complaints received by the Ombudsman are described. Complaints fell into the broad categories of: (1) children in uncommon circumstances; (2) child care and leisure time facilities; (3) school problems; (4) culture and consumer issues; (5) the family situation; and (6) children and planning. Chapter Four examines the effects of the work of the ombudsman on children and society 8 years after the office's establishment. Chapter Five evaluates the effectiveness of the ombudsman and considers alternative ways for ombudsmen to work. The final chapter offers a detailed examination of the Convention on the Rights of the Child. A 40-item bibliography is provided. Four appendices include a copy of the Ombudsman for Children Act; results of a 1989 poll regarding the Ombudsman; a list of hearings on children's issues between 1982 and 1989; and a pamphlet on children's rights and responsibilities. (BC)

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Caregivers; *Cost Effectiveness; Costs; *Day Care; Economic Climate; Economic Factors; Economic Research; Employment Patterns; Labor Market; Low Income Groups; *Needs Assessment; Preschool Education; *Public Policy; *Supply and Demand; Trend Analysis

The purpose of this meeting, one of a series of family impact seminars, was to examine issues surrounding the child care market in the United States. This document provides highlights of the seminar and a background briefing report. The highlights section contains summaries of presentations by the panelists, beginning with Rachel Connelly's economic framework for understanding the child care market. Connelly describes the ways in which a family makes the decision to purchase child care and outlines four types of child care. She concludes that the supply of child care has generally been responsive to increased demands and that there is no evidence of widespread shortages. Next, Sandra Hofferth's overview of national data on the supply and demand for child care is summarized. Hofferth identifies several national trends, including increases in the numbers of children under age 6 and of working mothers, and changes in child care arrangements. Finally, the document summarizes Rebecca Maynard's discussion of a recent survey of the child care market for low-income families in Camden and Newark (New Jersey) and South Chicago (Illinois). The briefing report contains sections on: (1) questions about the market; (2) the status of research on preschool child care; (3) an economic framework for families' choices about child care; (4) an overview of national data related to child care, including data on maternal participation in the labor force, trends in child care arrangements, costs, prices, and expenditures; (5) the issue of affordability; (6) low-income parents and Aid to Families with Dependent Children recipients; (7) Mathematica's Urban Child Care Survey; (8) current and future problems in the child care market; and (9) a summary of research in progress. The document includes 31 references on the child care market. (AC) through careful, informed observations of peer interactions. Strategies for helping children achieve social acceptance include: (1) grouping children who lack social skills with those who are socially competent; (2) planning special play sessions between a socially isolated child and younger children; (3) for aggressive children, planning activities that present hypothetical situations, and as a result, encourage a wide range of ideas for potential solutions; (4) steering a child who has difficulty entering ongoing play toward smaller or more accepting groups; (5) translating for the peer group the unpopular child's behavior and apparent intentions; and (6) involving the child's family, either directly or indirectly. A list of eight publications is appended. (GLR) that they can be expanded or contracted. Volume III of the set, which comprises Sections 8, 9, and 10 of the guide, reviews educational guidelines and standards, and profiles model programs. Section 8 discusses laws and regulations. It contains excerpts from: (1) Chapter 1 law relating to basic programs, the Even Start program, the migrant program, and the handicapped program; (2) the Chapter 1 Policy Manual; and (3) the Migrant Education Policy Manual. The section also contains information sheets on topics including school readiness; literacy programs; and programs for migrant and handicapped children. Section 9 presents educational standards established by several national organizations concerned with young children. These standards pertain to national education, early literacy development, curriculum content, assessment of young children, and evaluation of mathematics learning. Section 10 profiles four sets of model early childhood programs, including Chapter 1 programs and programs for children of migrant families. (BC)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; *Educational Environment; High Schools; *Intercultural Communication; Personal Narratives; *Racial Relations; Self Concept; Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Bennett County School District SD; Lakota (Tribe)

This paper reviews educational problems affecting American Indian students, particularly problems related to school climate, and describes efforts to improve school climate at Bennett County (South Dakota) High School. This public school serves the county and two reservations. It also accepts transfer students from Bureau of Indian Affairs schools in three states. Over half of the students are Lakotas (Sioux). As in other similar schools, problems include poor communication between teachers and some Indian students, poor relationships between the school and Indian parents, lack of Indian teachers, racial distrust, high Indian poverty rates, language problems, cultural differences between students and teachers, low participation in extracurricular activities by Indian students, alcohol abuse, student alienation, and low student self-esteem. Approaches to these problems by other school districts have included multicultural curriculum reform, efforts to make materials and course content more culturally relevant to Indian students, using more experiential teaching methods, and alcohol education. Bennett County High School instituted the following activities: (1) contracts with students not to drink or use drugs; (2) an advisor-advisee program; (3) cultural programs involving school and community; (4) school climate inventories completed by students and teachers; (5) putting arts and other extracurricular activities on an equal footing with sports; (6) serving Native American food in school lunches; (7) the Human Rights Education Program; and (8) the Student Problem Identification and Resolution Program. (SV)

ED 345 905 RC 018 681

Grady, Marilyn L.
A Rural School District in Decay.
PUB DATE- Apr 92
NOTE- 43p.; Paper presented at the Annual Conference of Small/Rural Schools (Norman, OK, March 30-April 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; *Board of Education Role; Boards of Education; *Conflict; Elementary Secondary Education; Politics of Education; Rural Education; *Rural Schools; *School Community Relationship; *School Districts; Staff Role; *Superintendents

This report describes a study of a rural school district that received national press coverage for an administrative crisis that began with the termination of a longtime district teacher, involved resignations and recalls from the board and the superintendency, and led to intensive conflicts among teachers, school board members, district administrators, and the community. Data were obtained through personal interviews of teachers, community members, past and present board members, administrators, business leaders, ministers, county officials, secretaries, and a school custodian. The interviewees were asked to describe issues related to the recent recall elections of school board members, superintendent turnover, and the placing of the district into receivership. Other sources of information included the court transcript of the teacher termination, documents from the school and community meetings, results of a community attitude survey, official letters, and newspaper accounts. The three main themes of the conflict were related to superintendent turnover, the appropriate role of the district secretary, and community factions. This study suggests that superintendents should be cautious in assuming superintendencies in troubled districts, and that frequent recalls, or the threat of recall, clearly are a deterrent for seeking a school board position. It warns that such controversies tend to erode community spirit and negatively affect community support of the school district; it also warns that children suffer when there is no educational leadership. Finally, it is suggested that preparation programs may need to focus greater attention on preparing individuals for rural superintendencies; and that professional associations may be able to assist crisis districts as mediators and facilitators. This paper contains numerous data tables about the district. (LP)

ED 345 906 RC 018 683

Carter, Trina
Accessing Current Information on California Indians.
PUB DATE- Oct 90
NOTE- 14p.; Paper presented at the Annual California Indian Conference (6th, Riverside, CA, October 25-28, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; American Indians; *American Indian Studies; Annotated Bibliographies; *College Libraries;

ED 345 924 RC 018 702

Color Your Classroom VI. Unique Ideas: A Guide to Innovative Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.; Mississippi State Dept. of Education, Jackson.
PUB DATE- 88
NOTE- 139p.; Product of Mississippi Migrant Education. For related documents, see ED 241 223 and RC 018 699-703.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Bulletin Boards; Class Activities; Curriculum Guides; Elementary Secondary Education; *Learning Activities; *Mathematics Skills; *Migrant Education; Oral Language; *Reading Skills

This curriculum guide presents ideas for classroom use with migrant students. Instructional bulletin board ideas are provided for reading, oral language, and math. Ideas for decorating window shades are illustrated for each of the nine months of the school year. Examples of shades that reinforce specific skills are also presented. A section on calendars offers suggestions for using monthly calendars as decorations as well as learning tools. "The Book Section" contains instructions and patterns for art activities which motivate students in reading and creative writing. Activities include bookmaking, for example: zip-lock bag books, "shape" books, and bookmarks. The final section of special projects provides directions for screen printing, filmmaking, color-lift transparency, picture frames, sun catchers, and felt board patterns. Activities which address skills from the Migrant Student Record Transfer System Skills List contain the skill name and number, the objective, and directions. Each page of the guide is illustrated. (KS)

ED 345 925 RC 018 703

Color Your Classroom VII: A Curriculum Guide for Learning Centers.
SPONS. AGENCY- Department of Education, Washington, DC.; Mississippi State Dept. of Education, Jackson.
PUB DATE- 89
NOTE- 129p.; Product of Mississippi Migrant Education. For related documents, see ED 241 223 and RC 018 699-702.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Secondary Education; *Learning Activities; *Learning Centers (Classroom); *Mathematics Skills; *Migrant Education; *Reading Skills

This guide provides illustrated examples of classroom learning centers designed for use with migrant students. Designating learning centers in the classroom is an effective way to introduce, develop, and reinforce skills in an enjoyable way. The learning centers described in this guide can be made from: (1) fabric boards (large); (2) fabric boards (small); (3) heavy corrugated cardboard, wood, or form board; and (4) real life objects. Spaces can be divided into mini centers, and can be

ED 345 943 SE 052 797

Stenmark, Jean Kerr, Ed.
Mathematics Assessment: Myths, Models, Good Questions, and Practical Suggestions.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Educational Change; Educational Innovation; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Informal Assessment; Interviews; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Misconceptions; *Models; *Portfolios (Background Materials); Questioning Techniques; Self Evaluation (Individuals); *Student Evaluation; Summative Evaluation
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

Recent documents like the National Council of Teachers of Mathematics' "Curriculum and Evaluation Standards for School Mathematics" have described coming changes in the mathematics curriculum and evaluation. Operating from the point of view that instruction and assessment are closely linked, that good teachers constantly assess students informally, that student self-evaluation is a vital part of learning, that formal assessments are stronger if they relate closely to the content and form of classroom instruction, and that documentation of assessment is important in connecting classroom work to external evaluation, this booklet provides a collection of assessment techniques that focus on student thinking. The examples are presented in five sections. The first section presents shifting practices in assessment and discusses myths of teaching and testing, needed changes in current practices, and a sample assessment plan. The second section discusses performance assessment in mathematics and suggests methods to develop and utilize performance tasks. The third section discusses the use of observations, interviews, conferences, and questioning techniques in assessment and provides helpful hints for using these methods and documenting the results. The fourth section discusses mathematics portfolios and includes a sample portfolio, selected goals and suggestions for contents, and methods of managing and assessing portfolios. The fifth section presents methods of implementing models of assessment that discuss documenting and reporting results to students, parents, and administrators, assigning grades, assessing homework, evaluating student participation, and promoting student self-assessment. A bibliography contains 26 references and an index is included. (MDH)

ED 345 944 SE 052 817

Harvey, Wayne
Improving the Teaching and Learning of Algebra Using a Visual Approach. Rethinking Algebra in Secondary Mathematics Education. Reports and Papers in Progress. Report No. 91-2.
PUB DATE- 15 Dec 91
NOTE- 20p.
LANGUAGE- English

ED 345 965 SO 021 619

Recycling: Special Lesson Plans for Civic Achievement Award Program and CAAP in Action Teachers.
SPONS. AGENCY- Burger King Corp., Miami, FL.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Community Action; Community Responsibility; Current Events; Elementary Education; *Environmental Education; *Recycling; Social Change; Social Problems; Student Educational Objectives; Student Participation

These lesson plans are designed to help fifth- through eighth-grade students learn about recycling, and to help them understand that recycling is one important environmental action citizens can take. The lesson plans are composed of objectives, homework assignments, main activities, and enrichment activities. (DB)

ED 345 966 SO 021 642

Guerra, Michael J.
Lighting New Fires: Catholic Schooling in America 25 Years after Vatican II.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Educational Finance; *Educational Needs; *Educational Planning; Educational Principles; Educational Trends; Elementary Secondary Education; Futures (of Society); Governance; Religious Education; *School Community Relationship; *Social Values
IDENTIFIERS- Vatican Councils

Two basic questions about Catholic schools are addressed: (1) what is the current status of Catholic schooling in the United States? and (2) what does an analysis of recent trends suggest about the prospects for Catholic schools in the future? Recent research about Catholic schools can be divided into three categories. The first category is descriptive and answers questions concerning the role of Catholic schooling in the United States. The second addresses the effectiveness or the outcomes of schooling, and the third examines why Catholic schools are effective and how they operate. The future prospects of Catholic schools in the United States will be shaped by the degree to which the schools and their supporters respond to the basic challenges of finance and staffing. Additionally, the Catholic education community needs to find ways to balance the freedom and autonomy of the local schools with a commitment to collaboration and mutual support among the schools and communities they serve. However, the ultimate challenge that Catholic schools must address is their position within the Catholic community as a whole. A crisis of commitment has affected the schools to the extent that some now regard them as an endangered species. The answer is linked to the challenge within the Catholic community to provide the kind of vision and leadership that transcends institutional and

ED 345 987 SO 022 093

Annis, David B., Ed.; Oliker, Michael A., Ed.
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 10-11, 1989, and November 9-10, 1990).
PUB DATE- 91
NOTE- 247p.; For related documents, see SO 022 089-092 and ED 319 670.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aesthetic Education; *Educational History; *Educational Philosophy; Educational Responsibility; *Educational Trends; *Ethics; Liberal Arts; Philosophy; Teacher Education; *Teaching Methods; Values Education
IDENTIFIERS- Childs (John); Counts (George)

Proceedings from two conferences of a society of specialists in the philosophy of education comprise this document. Fourteen papers are included from the 1989 conference program. They are: (1) "George S. Counts: Dare Educators Inspire World Vision?" (C. A. Ryan); (2) "Political Activities of George S. Counts and John L. Childs" (L. J. Dennis); (3) "Recollection" (P. A. Schilpp); (4) "The Failure of Reconstructionism" (D. G. Smith); (5) "The Legacy of Counts: Contemporary Motivational Theory in Education and the Power of the Status Quo" (R. Brosio); (6) "Zen Buddhism: A Religious Paradigm of Pedagogy" (D. Schultz); (7) "Makers of Meaning: Students as Active Participants" (J. S. Kelly); (8) "Making History, Making Lives, and Making Connections" (S. Schroeder); (9) "Neurophilosophy of Sensorial Epistemology: An Update on G. H. Mead's Second Stage of the Act" (G. W. Stickel); (10) "Conversation for Diversity: A Case for Critical Hermeneutics" (M. Abascal-Hildebrand); (11) "Democratic Character and Democratic Education: A Cognitive and Rational Reappraisal" (M. Gross); and three papers on education and institutional democracy by B. F. Radebaugh, R. P. Craig, and A. Brown. Twelve papers from the 1990 conference are presented. These include: "Ahead to the Past: Adventures in Pragmatic Justification" (J. A. Popp); "Comments" (H. S. Brody); "The Semiotics of Habit: A View of Charles Sanders Peirce's Categories in Learning" (G. W. Stickel); and "Classics and Beyond" (D. B. Owen). Other authors include Richard H. Owens, Jack S. Kelly, Ronald M. Swartz, Lawrence J. Dennis, Robert P. Craig, Edward G. Rozycki, and Alexander Makedon. The presidential address, "Doing Dewey Again and Again," was delivered by Ronald M. Swartz. (KM)

ED 345 988 SO 022 098

Social Studies 26: Teacher Resource Manual. Interim 1991.
PUB DATE- 91
NOTE- 186p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; *Curriculum Guides; Educational Resources; Foreign Countries; Learning Activities; Secondary Education; Skill Development; *Social Studies; *Student Educational Objectives; Teaching Guides; Teaching Methods

ED 346 007 SO 022 169

Schechter, Stephen L., Ed.; Gallagher, Arlene F., Ed.
Living Together Constitutionally. An Elementary Education Citizenship Guide Based on the Pledge of Allegiance.
PUB DATE- 90
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Citizenship Education; Citizenship Responsibility; Constitutional History; Constitutional Law; Educational Objectives; Elementary Education; *Elementary School Curriculum; Learning Activities; Social Studies; Student Educational Objectives; *United States History; Values Education
IDENTIFIERS- New York; *Pledge of Allegiance

The Pledge of Allegiance is the focus of this citizenship guide for elementary educators. The Pledge can be an important first step in citizenship education and civic values in a pluralistic and multicultural society. Understanding the Pledge can also help lay the foundation for future understanding of more complex documents such as the Declaration of Independence and the United States Constitution. Four themes of citizenship and values have been derived from the Pledge and around each theme concepts, skills, and activities have been organized. One chapter in the guide discusses works of children's literature that are helpful in teaching the themes of the Pledge of Allegiance, and suggests activities that incorporate the works of literature. The works and activities are divided into primary and intermediate levels, and within each theme two types of activities are presented: one drawing on existing literary works, the other fostering creative writing skills of students. Three participatory projects are included to help explore the themes: (1) a story/script called "The Right To Wear Purple: The Town That Needed Some Lawmakers; (2) a program called "Critical Choices Town Meetings; Elementary Style"; and (3) "Glenmont Cantata: Molly Helps the Homeless," a musical production written by a group of Glenmont Elementary School fourth and fifth graders in collaboration with a professional composer and college theatre director. The final chapter, "Foundations of Freedom," provides a variety of activities and resources for learning about the concept of liberty. (DB)

ED 346 008 SO 022 174

Schechter, Stephen L.
A Guide to The Federalist. New York Notes.
PUB DATE- 88
NOTE- 8p.; This paper is a revised version of a paper prepared for the Center for the Study of Federalism, Temple University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constitutional History; *Constitutional Law; Political Power; Political Science; Politics; *State History; *United States History
IDENTIFIERS- Antifederalists; Federalism; *Federalist Papers; Federalists; Founding Fathers of the United States; *New York

ED 346 030 SP 033 704

Dixon, Barbara; Lahe, Lillian
Our Present--Their Future: A Resource Book for Personal and Global Futures in the "Transition Years" and Beyond.
PUB DATE- 92
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Creative Teaching; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Global Approach; *Holistic Approach; Inservice Teacher Education; Learning Activities; Learning Strategies; Process Education; Relevance (Education; *Resource Materials; Student Journals; Thinking Skills
IDENTIFIERS- Canada; Personal Discovery Approach

This resource book examines the need for educators in Canada to recognize the importance of implementing personal and global future studies, problem solving, and creative processes within the school curriculum and to provide a theoretical base of ideas and procedures for practicums application in the classroom. The book includes samples of student writings to demonstrate the application of learning activities. In recognition of the holistic nature of the learner, the text presents both cognitive and affective strategies and approaches which will enable students to examine both personal and global futures. When equipped with appropriate knowledge and processes for present and future use, learners rather than students will be created. These individuals will be equipped to approach the unknown future as informed problem solvers and active participants, valuing higher level thinking and in-depth studies. The volume is organized into eight chapters: (1) an Introduction; (2) Why Futures Study? (3) Personal Futures: Journal Writing; (4) Global Futures; (5) Forecasting Tools; (6) Multiple Processes; (7) Beyond the Walls of the Classroom (geared to administrators); and (8) a Conclusion. Three appendixes include models and strategies in the text, journal entries, and responses to the process. (LL)

ED 346 031 SP 033 721

Mehaffy, George L.
Issues in the Creation and Implementation of a Professional Development School.
PUB DATE- Feb 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Computer Uses in Education; *Educational Principles; Educational Research; Elementary Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Program Development; Program Implementation; *School Role; Staff Development; *Teacher Education Curriculum
IDENTIFIERS- Chula Vista City School District CA; *Professional

ED 346 050 SP 033 797

Wheeler, Patricia J. Rawson; Andrews, Sharon Vincz
Teaching as Inquiry: Examining and Supporting the Restructuring of Beliefs of Pre- and In-service Teachers.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Restructuring; *Cognitive Structures; *Cognitive Style; Cognitive Tests; Correlation; Elementary Secondary Education; Higher Education; Inquiry; Inservice Teacher Education; Methods Courses; Preservice Teacher Education; *Student Attitudes; *Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- Gregorc Style Delineator; *Teacher Thinking; Theoretical Orientation to Reading Profile

This paper (1) examines correlations of pre- and post-course scores on the Theoretical Orientation to Reading Profile with scores on the Gregorc Style Delineator; (2) augments these correlations with qualitative data from journals and interviews; and (3) proposes that, given this data, the supervisory support structures needed for pre- and inservice teachers who are concrete sequential organizers differs substantially from the support needed by teachers who are random organizers. Subjects (N=107) were enrolled in undergraduate and graduate methods courses at a midwestern university. To more effectively meld theory and practice, these courses had been restructured to emphasize socio-emergent learning theory and collaborative teaming. This study documents and analyzes the ensuing changes in student awareness of themselves as curriculum developers rather than merely curriculum consumers which resulted from this restructuring. (IAH)

ED 346 051 SP 033 801

Fraenkel, Jack R.
Joint vs. Single Supervision.
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperating Teachers; English Teacher Education; Higher Education; Mathematics Teachers; Music Teachers; Physical Education Teachers; Preservice Teacher Education; Secondary Education; Secondary School Mathematics; *Student Attitudes; Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; *Teacher Attitudes
IDENTIFIERS- *San Francisco State University CA

San Francisco State University experimented with a form of joint supervision of student teachers during 1989-90 and 1990-91. Results of joint supervision by a member of the education faculty and a subject area faculty member were compared to

ED 346 070 SP 033 830

Polachek, Diane M.
Professional Awareness for Cooperating Teachers.
PUB DATE- 28 Feb 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperating Teachers; *Course Content; *Education Courses; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Secondary School Teachers; Student Teaching; Teacher Education Curriculum
IDENTIFIERS- Wilkes University PA

Because of the critical role that student teaching plays in teacher education programs, cooperating teachers should be adequately prepared to provide the best possible models for their student teachers. An effective cooperating teacher training program is research based, integrates theory with practical application, and provides cooperating teachers with the expertise needed to supervise student teachers. The Professional Awareness for Cooperating Teachers (PACT) program is the result of a collaborative effort between Wilkes University (Pennsylvania) and regional school districts to develop a program that identifies and conveys a body of knowledge and set of skills which can be implemented to improve the cooperating teachers' work with student teachers. PACT is a three-credit, tuition-free, graduate level course offered to practicing elementary and secondary teachers. The course content is based on the seven components of the PACT model: reflection, expectations, organization, observation, communication, observation, supervision, and evaluation. (IAH)

ED 346 071 SP 033 832

Chen, Michael; Addi, Audrey
Principals' Gender and Work Orientations of Male and Female Teachers.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Collegiality; Females; Foreign Countries; Job Performance; Job Satisfaction; *Leadership Styles; Males; *Principals; Questionnaires; Secondary Education; *Secondary School Teachers; *Sex Differences; Sex Role; *Teacher Administrator Relationship; Teacher Attitudes; *Women Administrators; Women Faculty
IDENTIFIERS- Israel; *Work Orientation

Following R. M. Kanter's (1977) conceptualization of females as tokens and extension of this conceptualization to males, this study hypothesized that attitudes of male teachers would be significantly related to the principal's gender. A significant interaction between the principal's gender, the teacher's gender, and the teacher's administrative position was expected

ED 346 090 SP 033 856

Driscoll, Amy; And Others
Discrepancies between Practices Taught and Practices Observed: Dilemmas for Student Teachers and Direction for Teacher Education.
PUB DATE- Feb 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; Collegiality; Elementary Secondary Education; Field Experience Programs; Higher Education; *Instructional Leadership; Program Design; *Program Improvement; Public Schools; Student Teachers; *Teacher Education Programs; Teaching Experience; *Theory Practice Relationship; Universities
IDENTIFIERS- *Collaboration for Improvement of Teacher Educ; Dilemma Discussion Approach; Discrepancy Analysis; Reform Efforts

Two major recommendations are offered to teacher education reform efforts: (1) increased collaboration for both leadership and program planning in teacher education; and (2) changes in the roles of public schools and universities in the preparation of teachers. The recommendations emerged intially from a study that focused on discrepancies between practices taught in univerity coursework and practices observed in clinical settings. The recommendations were expanded and reinforced by a second study of collaborative program planning by university and school district representatives. This paper describes six categories of documented discrepancies between practices taught in the content of university coursework and practices observed during field experience, with description of resulting dilemmas experienced by student teachers; and describes changes in teacher education programs that resulted from collaborative planning to address the dilemmas. Findings of the two studies indicate that improvement of practice requires collaboration in the context of mutual respect and understanding, with parity of leadership and shared decision making. It is suggested that in order to improve teacher education programs, program planners listen to the voices of both preservice and experienced teachers. (LL)

ED 346 091 SP 033 858

Feiman-Nemser, Sharon; Parker, Michelle B.
Mentoring in Context: A Comparison of Two U.S. Programs for Beginning Teachers. NCRTL Special Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; Case Studies; Change Agents; Collegiality; Comparative Analysis; *Context Effect; Elementary Secondary Education; *Helping Relationship; *Mentors; Program Design; Socialization; Teacher Orientation;

ED 346 109 TM 018 325

Guimberteau, Bernadette
Extracting Meaning from Physics Texts: Standards of Evaluation Used by Novices.
PUB DATE- Apr 92
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *College Students; Comparative Analysis; *Evaluation Criteria; High Achievement; Higher Education; Hypothesis Testing; Low Achievement; *Models; *Physics; Problem Solving; *Reading Comprehension; Student Attitudes
IDENTIFIERS- *Comprehension Monitoring; Error Detection; *Evaluation Standards; Text Processing (Reading)

This research investigates comprehension monitoring by studying the relation between the perception of comprehension during reading and detection of comprehension failures. Two groups of four college students (good and poor learners) defined by a post-hoc median split learned a physics chapter while rating their comprehension on a four-point scale and justifying it after each sentence. It was found that poor learners process sentences at the local level and use fuzzy referents to talk about the text, while good learners are more exact, specific, and global. Poor learners detect many of their comprehension failures, but they pay more attention to what they understand than to what they do not understand, which leads them to label their comprehension as "approximate" instead of "poor" even for severe comprehension failures and to go on reading instead of trying to solve their problems. Poor learners are also deficient at evaluating hypotheses that they make to solve comprehension failures. Thus, the proposed new paradigm shows that detection of a comprehension problem does not necessarily mean good comprehension monitoring as is typically the case in the traditional error detection paradigm. Three tables present study data and there is a 32-item list of references. (Author/SLD)

ED 346 110 TM 018 326

Edwards, Lynne K.; Bland, Patricia C.
Some Computer Programs for Selected Problems in Analysis of Variance.
SPONS. AGENCY- Minnesota Supercomputer Inst.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Computer Software; Computer Software Evaluation; Computer Software Selection; Computer Uses in Education; *Estimation (Mathematics); Generalizability Theory; Mathematical Models; Microcomputers; *Problem Solving; Research Design; *Research Methodology
IDENTIFIERS- BMDP (Computer Software); Factorial Designs;

ED 346 127 TM 018 410

California Academic Partnership Program. External Evaluator's Cumulative Report--1987-90. Volume II. Individual Project Profiles.
SPONS. AGENCY- California State Univ. and Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Feb 91
NOTE- 88p.; For volume I, see TM 018 409.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Bound Students; College Preparation; *College School Cooperation; *Cooperative Programs; *Curriculum Development; Diagnostic Tests; Educational Assessment; Educational Improvement; Educational Quality; Grants; Higher Education; High School Students; *Profiles; Program Descriptions; Public Schools; School Districts; Secondary Education; *State Programs
IDENTIFIERS- California; *California Academic Partnership Program; External Evaluation; Institutionalization (of Innovations); *Partnerships in Education

The California Academic Partnership Program (CAPP) is a state-established and state-funded program involving public schools and both public and private colleges. CAPP funds curriculum development and diagnostic testing partnerships in accordance with its goal of developing cooperative efforts to improve the academic quality of public secondary schools and the preparation of all students for college. Individual profiles are presented of the following 12 CAPP projects active in California in the evaluation years: (1) Language and Content Enrichment: Academic Partnership for Curriculum in Huntington Beach-Long Beach; (2) Academic Partnership in Science Education in Pasadena; (3) Academic Partnership To Develop Mathematics and Science Curricula in Delano-Porterville; (4) Academic Partnership: Teaching for Transition from High School to College in Dos Palos; (5) Pens, Papers, Partners: The Mid-City Writing Project in Oakland; (6) Academic Partnership for Improving Life Science Instruction and Postsecondary Access in Oakland; (7) Academic Partnership To Provide Intervention Strategies Improving Academic Preparation in Oroville; (8) The Golden Eagle Academic Partnership in Los Angeles; (9) Project STEP: An Academic Partnership for the Advancement of Learning in Santa Ana; (10) Gateways through Academic Partnerships in Watsonville; (11) Mathematics Diagnostic Testing Project; and (12) Reaching University-Writing Standards: A UCLA-CSUN (University of California, Los Angeles and California State University) Schools Academic Partnership. (SLD)

ED 346 128 TM 018 415

Wilson, Melvin A.
Extending the Constant Comparative Method: Some Benefits of Participant Involvement in Data Analysis.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

ED 346 146 TM 018 478

Doig, Brian A.
DIAMAPs--Self Scoring Kidmaps.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Analysis; *Difficulty Level; Elementary Secondary Education; Foreign Countries; *Item Response Theory; Measurement Techniques; Rating Scales; Raw Scores; *Scoring; *Test Construction; Test Interpretation; Test Items
IDENTIFIERS- *DIAMAPs; *Kidmaps

How data gathered through item response theory (IRT) analysis can be used to give immediate diagnostic information without a computer is explained. The Kidmap, developed by B. D. Wright and others (1980), provides clear information in a visual manner. Its major problem lies in the need for a computer and suitable software to construct a Kidmap. The solution lies in the proposed diagnostic map (DIAMAP). Once items have been calibrated and a raw score to logits equivalence established, items that would normally be placed in correct and incorrect columns on a Kidmap are put on either side of the central raw score scale. Items answered correctly on the "correct" side are circled, and incorrectly answered items on the "incorrect side" are circled. The raw score is marked on the central column and interpretation proceeds as for a Kidmap. An analogous version is also created for rating scale analysis; this version can give an immediate understanding of the measured trait for every respondent, based solely on raw score. This brief outline of the construction and use of DIAMAPs illustrates that good reporting methods can make IRT analysis more pertinent to the lay user. Eight figures illustrate Kidmaps and DIAMAPs. A nine-item reference list is included. (SLD)

ED 346 147 TM 018 482

Helgeson, Stanley L.
Assessment of Science Teaching and Learning Outcomes.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Computer Assisted Testing; Computer Managed Instruction; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Interactive Video; International Studies; National Surveys; Outcomes of Education; *Science Instruction; Scores; Technological Advancement
IDENTIFIERS- Alternatives to Standardized Testing; Mandated Tests; National Assessment of Educational Progress

Indicators of current issues and concerns in the assessment of science teaching and learning outcomes are discussed. The greatest public attention to science test scores is devoted to scores from assessments that are external to schools, including national assessments such as the National Assessment of

ED 346 165   TM 018 649

Wise, Lauress L.
Lessons Learned from Military Performance Assessment.
PUB DATE- 17 Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Armed Forces; Cost Effectiveness; *Educational Assessment; Federal Programs; Generalization; *Job Performance; Job Skills; Measurement Techniques; *Military Personnel; Military Training; *Occupational Tests; *Personnel Evaluation; Personnel Selection; Scaling; Scores; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Hands On Performance Test (JPM Project); *Job Performance Measurement Project; *Performance Based Evaluation; Standard Setting

Lessons derived from the Job Performance Measurement (JPM) Project, which is overseen by the Office of the Assistant Secretary of Defense for Force Management and Personnel, for educational assessment are explored. The JPM Project was initiated to develop high fidelity measures of performance on the job that can be used to evaluate personnel selection and training procedures for the military. Several approaches to measuring performance of recruits were considered. The primary measure developed for each job was the hands-on performance test (HOPT) using a sample of critical tasks for each job. Each of the military services also developed several other types of measures. Reliability, validity, and cost issues are discussed for these measures and the HOPT. Ongoing issues include domains of interest, score scales, generalizing measures to other jobs, and setting performance standards. Among the many implications of the JPM Project for education are the following: (1) careful specification of the domain to be assessed is critical; (2) understanding the uses of the measures should precede their design; (3) attention should be paid to the type of scale required; (4) written tests are not enough; (5) alternative measures are expensive to develop, administer, and score; (6) more attention should be given to analogs of performance ratings; and (7) procedures for assessing the generalizability of performance measures are important. Two tables, 2 figures, and 16 references are included. (SLD)

ED 346 166   UD 028 274

DeBolt, Gary
Mentoring: Studies of Effective Programs in Education.
PUB DATE- 19 Apr 91
NOTE- 22p.; Paper presented at the Diversity in Mentoring Conference (Chicago, IL, April 19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *College School Cooperation; *Cooperative Programs; Educational Benefits; Educational Objectives; Elementary School Teachers; Elementary Secondary Education; Higher Education; Inservice

ED 346 184 UD 028 653

Green, Robert L.
African-American Males: Education or Incarceration.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Oct 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Failure; Black Education; Black Students; *Black Youth; *Correctional Rehabilitation; *Disadvantaged Youth; Drug Abuse; Economically Disadvantaged; Educational Attainment; Educational Change; Juvenile Justice; *Males; Nontraditional Education; *Outcomes of Education; Racial Discrimination
IDENTIFIERS- *African Americans

This paper analyzes the relationship between levels of educational attainment and outcomes for African American males, in particular the likelihood of conflict with the criminal justice system. The analysis begins with a look at society's belief system and political and economic forces, and argues that these have combined to promote failure among African American children. The analysis goes on to look at the importance of black family life and the effect of changes in federal funding policies on the decay of black families. A following section looks at alternative and supplementary education approaches from immersion schools to Afrocentric curricula to "rites of passage" programs. A section on educational change calls for teaching African history, other reforms for the educational system, and the increased involvement of middle income, educated African Americans in assisting the achievement of black children. The second half of the paper looks at the incarceration of black male youth, from current injustices and problems with the criminal justice system to the relationship between drugs and criminal activity. A concluding section summarizes the preceding sections and suggests some directions for change. Included are 75 references. (JB)

ED 346 185 UD 028 654

Green, Robert L.
The Progressive Role of Athletics in American Society: Past, Present, and Future.
SPONS. AGENCY- Central State Univ., Edmond, Okla.
PUB DATE- Apr 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Achievement; *Black Colleges; Black Community; Black History; Black Influences; Black Leadership; *College Athletics; Extramural Athletics; Higher Education
IDENTIFIERS- *African Americans

This paper examines the role of athletics at most colleges and universities, but in particular at the historically black colleges and universities. The paper notes the power of athletic events to bring together the nation and even the globe and the leading role of the athletic community internationally and athletes individually in taking stands against South Africa present study data. There are an eight-item list of references and two appendices with two tables of classroom observation comparisons and an overview of the SWAS approach for at-risk urban students. (SLD)

ED 346 204   UD 028 691

Hudley, Cynthia Ann
The Reduction of Peer Directed Aggression among Highly Aggressive African-American Boys.
SPONS. AGENCY- California Univ., Los Angeles. Afro-American Studies Center.; Ford Foundation, New York, N.Y.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Attribution Theory; Behavior Change; *Black Students; Black Youth; Elementary Education; *Elementary School Students; Instructional Effectiveness; Intervention; *Males; Peer Influence; *Peer Relationship; Social Influences; Urban Youth
IDENTIFIERS- *African Americans; Los Angeles County Schools CA

A study of highly aggressive African American boys sought to understand the effect of an attribution retraining program designed to reduce aggressive males' tendency to attribute hostile intentions to peers following ambiguous, negative interactions. One hundred and one African American aggressive and non-aggressive elementary school boys in Los Angeles (California) were randomly assigned to an attributional intervention, an attention training program, or a non-treatment control group. Subjects' reactions to hypothetical peer provocation, teacher ratings of aggressive behavior, and referrals for formal disciplinary action were evaluated for both statistical and clinical significance. The effects of attribution retraining on aggressive participants' judgments and behavior toward a peer in a laboratory task were also evaluated. Compared to their counterparts in the attention training and control groups, aggressive subjects targeted for the attributional intervention showed a significant reduction in the bias to presume hostile intent on the part of peers in both hypothetical and laboratory simulations of ambiguous provocation. Intervention participants were rated as less reactively aggressive by their teachers following treatment and were less likely to be sent for disciplinary action. The benefits of attributional change and its limitations in the population sampled are discussed. Included are 6 tables and 41 references. (JB)

ED 346 205   UD 028 692

Popwell, Emma P.
Atlanta Public Schools Early Childhood Development Program. Patterns of Enrollment and Performance: From the 1970s to the 1990s. Report No. 8, Vol. 26, 2/92.
PUB DATE- Feb 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Child Development; Day Care;

Special activities included a Spanish spelling bee and a career fair. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Analysis found that the major strength of Project CARE was the supplemental assistance that project personnel provided to participating teachers. The greatest difficulty developed due to changes in the student population since the initial proposal. A new wave of immigration brought students into the project who had little formal schooling and lacked basic literacy skills. The project was found to be fully implemented and recommendations called for improved assessment of career education objectives, changes to respond to the needs of illiterate students, and exploration of failure to meet ESL objectives. (JB)

ED 346 223 UD 028 713

Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness (Project AMERICA). 1990-91 Final Evaluation Profile. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 26 Jul 91
NOTE- 15p.; For the 1989-90 report, see ED 336 481.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Asian Americans; *Bilingual Education Programs; Career Education; *Chinese Americans; Compensatory Education; Disadvantaged Youth; *English (Second Language); High Schools; *High School Students; Immigrants; Limited English Speaking; Native Language Instruction; Profiles; *Program Evaluation; Urban Youth
IDENTIFIERS- New York City Board of Education; *Project AMERICA NY

An evaluation was done of the New York City Public Schools' Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness Program (Project AMERICA). During the 1990-91 school year, Project AMERICA operated at 2 high schools (Lafayette High School and Fort Hamilton High School) and served 408 Chinese-speaking Asian immigrant students, an estimated 60 percent of whom lacked all but the most basic literacy skills. The project phased out its Arabic-speaking component in 1989. Project AMERICA students received academic and career counseling as well as instruction in English as a Second Language (ESL), native language arts (NLA), and content area subjects taught bilingually or with an ESL methodology. The project also provided support services and activities for staff development, curriculum development, and parental involvement. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Analysis found that the project was fully implemented and met its objectives for NLA, attendance, counseling and career advisement, career education, cultural field trips, parental involvement, and staff development. It met its objective for content area subjects in the spring for all subjects, an improvement over the fall when it did not meet the objective in science and mathematics. It met the dropout prevention objective at only one site. The project failed to meet objectives for ESL, attitude toward school, and attitude toward cultural heritage. (JB)

ED 346 224 UD 028 714

Choosing Optional Infused Career Education for Students in High School Bilingual Programs (Project CHOICE). 1990-91 Final Evaluation Profile. OREA Report.

Higher Education; *Information Sources; *Library Materials; Library Services; Reference Services
IDENTIFIERS- California; *California State University Fresno

As California Indians confront contemporary issues, their need for timely information is vital. The library at California State University (CSU), Fresno, serves students enrolled in Native American studies courses as well as members of the San Joaquin valley community. Information sources include both recorded information and the "invisible network" of scholars and experts in Native American Studies. The CSU Fresno library contains strong general and special collections on the Indians of California, especially of the San Joaquin valley and the Sierra Nevada foothills region; a good legal reference section; a selected depository of California and U.S. government documents; and a large collection of periodical indexes. Online searching of databases provides access to current literature on specific topics. The most important area of current recorded information is the Native press. Among concerns about access to current information on American Indians are the facts that: (1) the information is scattered; (2) much of the Native American press is not indexed; and (3) the cost of online searching is high. This paper contains an annotated bibliography, including 5 general sources, 6 Indian directories, 17 indexes, 10 Native newspapers and periodicals, and 12 sources for federal and state legislation and litigation. (SV)

ED 345 907 RC 018 684

Farragher, Brian; And Others
Like Father Like Son: The Assessment and Interruption of Maladaptive, Multigenerational Family Patterns within a Therapeutic Wilderness Adventure.
PUB DATE- Jan 92
NOTE- 13p.; Paper presented at the Annual Conference of the Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Behavior Change; Clinics; *Emotional Disturbances; *Experiential Learning; *Family Environment; Family Problems; Interpersonal Relationship; Intervention; *Leadership Styles; *Outdoor Education; *Parent Child Relationship; Parenting Skills
IDENTIFIERS- *Wilderness Education

This paper describes family interaction patterns during a 6-day wilderness backpacking course. Participants were a group of 9 adolescents boys in treatment at the Julia Dyckman Andrus Memorial (New York), a private, residential treatment center which serves 65 emotionally disturbed boys and girls ranging from 4 to 18 years of age. Participants were placed into various leadership roles to identify family patterns that were dysfunctional and often the reason for their ineffective or inappropriate behavior. Three participants were selected to act as crew leaders. All of the crew leaders had experienced physical abuse and one boy also came from a substance-abusing family. A multigenerational pattern or "family legacy" explains how methods of discipline, means of expressing emotion, and patterns of communication recur in families across generations. These factors combined with the genetic predisposition for emotional instability or addiction place many children at risk for repeating destructive and dysfunctional family patterns. With the help of the treatment staff, participants were able to separated by room dividers and storage pieces. Learning activities address various reading and math skills which are correlated with the numerical coding of the Migrant Student Record Transfer System Skills Lists. Many of the learning center activities contain task cards or patterns suitable for reproduction for classroom use. The purpose of each learning center is described and materials needed to construct the center are listed. Directions are provided for constructing the center, as well as for students completing the learning center activities. Activities emphasize functional skills such as using a telephone directory, using a bus schedule, ordering from a catalog, reading the classified ads, addressing envelopes, and drawing a floor plan. The document contains numerous graphics and illustrations. (KS)

ED 345 926   RC 018 716

Benyk, Pearl, Ed.
Fort McPherson: A Community Study.
PUB DATE- 87
NOTE- 223p.; The many photographs may copy marginally.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian History; *Canada Natives; *Community Characteristics; Community Study; Cultural Education; Elementary Secondary Education; Eskimos; Family Life; Foreign Countries; Resource Materials; Social Studies; *Wildlife
IDENTIFIERS- Arctic; *Loucheux (Tribe); *Northwest Territories (Fort McPherson)

This booklet provides reference materials for teachers of social studies in the Northwest Territories (Canada). The information was gathered during workshops attended by elders, community representatives, and teachers from the region. A section on the environment describes the geography of the area around Fort McPherson on the McKenzie River and local mammals, birds, fish, and plants important to Native peoples. The section on camp life describes the daily life and seasonal activities of the Loucheux (a Dene people), including their seasonal migrations for fishing, hunting, trapping, and trading; housing; food and food preparation; transportation; clothing and adornment; hunting, trapping, and fishing practices; traditional age and sex roles; traditional values, government, and medicine; and games, holidays, and entertainment. Sections on history discuss trading contacts and conflicts between Dene groups and the Inuit; early White explorers; dealings between Native peoples and fur traders and the Hudson's Bay Company; early missionaries; effects of the Yukon gold rush; river traffic; education from the missionary era to the present; influenza epidemics; treaties; and centennial celebrations in 1970. The section on modern life describes the local education authority, tribal councils, territorial government, services from the federal government, and Fort McPherson businesses and organizations. (SV)

ED 345 927   RC 018 717

Benyk, Pearl, Ed.
Pangnirtung: A Community Study.
PUB DATE- 86
NOTE- 175p.; The many photographs may copy marginally.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Algebra; Computer Assisted Instruction; Computer Uses in Education; *Courseware; *Curriculum Development; Curriculum Enrichment; *Functions (Mathematics); Instructional Materials; Mathematics Education; *Mathematics Instruction; Problem Solving; Secondary Education; *Secondary School Mathematics; Teaching Methods; Transformations (Mathematics); Visualization
IDENTIFIERS- Function Supposer; *Graphing (Mathematics); Problem Posing; Representations (Mathematics)

This paper considers how the algebra curriculum in secondary mathematics might be reformulated by rethinking both the content of algebra and the approaches to teaching and learning algebraic concepts. It considers how the concept of function can be made a central theme of the algebra curriculum and further suggests that computer software, when designed properly and used with appropriate materials, can provide an opportunity for engaging students in significant mathematical inquiry. After a discussion of the multiple representations of the concept of function, several facets of curriculum innovation involving computers are presented. Some lessons learned from cognitive research involving students' interactions with a variety of graphically based software environments are given. Three examples of software tools growing out of research findings involving visual representations of functions are presented; they are: "The Function Supposer"; "The Function Comparator"; and "The Function Analyzer." Examples of classroom materials developed to engage students in problem-solving and problem-finding activities and to take advantage of new opportunities for learning and teaching made available by the new computer software are presented. Finally, new directions in software environments beyond visualization are explored. One of these, a tool called "controlled dynamic phenomena" is described as an approach that will be a catalyst for new intuitions and understandings of functions. (32 references) (MDH)

ED 345 945 SE 052 909

Blohm, Jody M.
Pedagogy III: Methods of Teaching Secondary Mathematics. Syllabus.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Calculators; Classroom Techniques; Computer Uses in Education; *Course Descriptions; Educational Technology; Evaluation Methods; Higher Education; Lesson Plans; Mathematics Education; *Mathematics Instruction; *Methods Courses; Problem Solving; Secondary Education; *Secondary School Mathematics; *Teacher Education; Teacher Education Programs; *Teaching Methods

This document presents the scope and outline for an undergraduate course in mathematics education designed to teach methods of teaching secondary mathematics. After a course description and rationale, the essence of the course is divided into two parts: course objectives and a topical outline. The first part includes objectives in the areas of classroom management, mathematics pedagogy, mathematics education, media and technology, and assessment and evaluation. The topical outline regional boundaries. (KM)

ED 345 967 SO 021 644

Kelly, Francis D., Ed.
What Makes a School Catholic?
PUB DATE- 91
NOTE- 52p.; Paper presented at a National Catholic Educational Association Institute (Dayton, OH, June 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Curriculum Development; Educational History; Educational Needs; *Educational Philosophy; *Educational Principles; Elementary Secondary Education; Leadership Responsibility; *Religious Education; *School Community Relationship

This monograph includes six papers presented at a meeting sponsored by the Departments of Religious Education and Secondary Schools of the National Catholic Education Association. The papers include: (1) "What Makes a School Catholic?" (William J. O'Malley); (2) "Catholicity: A Tradition of Contemplation" (Thomas Keating); (3) "Catholic Identity and the Church" (James Heft); (4) "Building a Religion Curriculum" (Thomas Zanzig); (5) "Facilitating Student's Self Image" (Mark Link); and (6) "Justice and Peace: Constitutive Elements of Catholicity" (Loretta Carey). (KM)

ED 345 968 SO 021 645

Collaborators in Catechesis: Bishops, Publishers, Diocesan Directors.
PUB DATE- 90
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; *Church Role; Educational Development; *Educational Principles; *Leadership Responsibility; Politics of Education; Religious Education; *Social Change; Social Values
IDENTIFIERS- Catechesis

This volume is a record of discussions held at an invitational symposium that explored the major issues and challenges that face the catechetical ministry. The theme of this event was one of partnership and collaboration. The following presentations were made: (1) "Catechesis: An Ecclesial Ministry" (P. Laghi); (2) "Bishops Concerns about Religious Education" (F. Schulte), with responses by E. Ford and S. Marotta; (3) "A Report on the Task Force for Doctrinally Sound Catechetical Materials" (J. Leibrecht), with a response by L. Piermarini; (4) "The USCC Revision of Guidelines on Human Sexuality" (W. C. Newman), with a response by E. T. Nedder; (5) "Faith Maturity and Human Development: Challenges for Catechetical Publishers" (M. Gorman), with responses by M. Dalton and J. P. Sinwell; (6) "The Catechism of the Universal Church" (W. J. Levada), with a response by J. DeBoy, Jr.; and (7) "Catechesis for a Multicultural Church: A Black Perspective" (E. M. Lumas). The concluding three presentations consisted of responses from a panel of catechetical publishers including: I. Murphy, C. R. Rimmele, and M. Raffio. (KM)

ED 345 969 SO 021 646

IDENTIFIERS- *Alberta

Designed to help classroom teachers of Alberta, Canada, this teacher resource manual implements the Integrated Occupational Social studies 26 Program, the primary goals of which are to enhance students' self-esteem and provide opportunities for students to develop into responsible citizens. The manual contains the following materials: additional information about the goals and objectives of the curriculum; thematic contexts for the delivery of prescribed knowledge, skills, and attitudes; suggestions for planning and implementing the program, including instructional strategies, sequenced activities, correlations of learning resources with activities, and resource suggestions; activities and background information designed to develop further facility in using process, communication, and participation skills and inquiry strategies; suggestions for integrating social studies instruction with essential life skills and other subject areas; and suggestions for using community resources throughout the social studies program. (DB)

ED 345 989 SO 022 112

Switzerland. Reviews of National Policies for Education.
PUB DATE- 91
NOTE- 227p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational Administration; *Educational Objectives; *Educational Policy; Educational Research; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; Higher Education; International Organizations; *Role of Education; Vocational Education
IDENTIFIERS- *Organisation for Economic Cooperation Development; *Switzerland

This report on Switzerland is one in a long-established series of educational policy reviews conducted and published by the Organisation for Economic Co-Operation and Development (OECD). The report is divided into three parts. Part 1 "The Examiners' Report," describes and discusses the education system in 6 of the 24 Swiss cantons (districts), raises issues, and identifies policy options. Part 2 provides a summary record of the review meeting that took place during the proceedings of the Education Committee of the OECD when the Swiss delegation replied to detailed questions from the examiners and committee members. Part 3 summarizes the authoritative two-volume Background Report prepared by the Swiss Conference of Cantonal Directors of Education in advance of the examiners' visit to Switzerland. (DB)

ED 345 990 SO 022 117

Holt, Evelyn R.
"Remember Our Faces"--Teaching about the Holocaust. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Anti Semitism; Educational Resources; European History; Instructional Materials; Intermediate Grades; Jews;

"The Federalist" should be understood as a document with three purposes. It is: a campaign document designed to win popular support for the proposed Constitution; a serious work of political thought, analyzing the nature of free societies; and the authoritative commentary on the Constitution. This guide is intended to help readers of "The Federalist" to better understand it through an explanation of its historical context, its use of rhetoric, and its underlying political theory; and a consideration of how these elements interact and reinforce one another. Aspects of the debate between the Federalists and Antifederalists that specifically affected New York State are focused upon. Four of the essays that compose "The Federalist" (Numbers 10, 51, 37, and 39) are examined in some detail. (DB)

ED 346 009 SO 022 175

Schechter, Stephen L., Ed.; Bernstein, Richard B., Ed.
New York and the Bicentennial: Contributions to the American Constitutional Experience.
PUB DATE- 90
NOTE- 145p.; For a related document, see SO 022 150.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Community Programs; *Constitutional History; *Constitutional Law; Educational Resources; Elementary Secondary Education; History Instruction; Learning Activities; Social Studies; *State History; State Programs; Teaching Guides; United States History
IDENTIFIERS- *New York; *United States Constitution

This document presents learning materials designed to support school and community activities dealing with the Bicentennial of the U.S. Constitution, and particularly with New York State's role in the nation's constitutional history. The following materials concerning school and community activities are included: "'Congress Shall Make No Law...' A Tribute to the Bill of Rights"; "Creating Your Own Constitutional Bicentennial Celebration" (New York State Imagination Celebration); "Critical Choices for New York: A Study Guide" (Stephen L. Schechter); "Critical Choices for Participation in Government: A Practical Manual for School Citizenship" (Stephen L. Schechter; Hugh B. Hammett); "Critical Choices in Your Community: A Practical Manual for Citizenship Programs" (Stephen L. Schechter; Hugh B. Hammett); "First Ladies of New York State: the Constitutional Era, 1777-1800: Educational Activities for the Seventh Grade Curriculum" (Jane D. Begos); "Four who Dared: Women Who Made History in Rensselaer County" (Richard Jones); "A Matter of Reflection and Choice: The Federalist/Antifederalist Debate" (Rachel Bliven); "Mock Constitutional Conventions for High School Students" (Lawrence F. Woodbridge, with a commentary by Richard B. Bernstein); "Plant a Living Legacy to the Constitution: Trees of Early New York" (Arthur H. Ode Jr.); "Teaching guide for 'The Reluctant Pillar'" (Christine Blumberg); "The United States Constitution and the State's Social Studies Program: Social Studies Grade 7/8 and Grade 11 Curriculum Have New Constitutional Units" (New York State Education Department, Social Studies Bureau); and "This Proposed Constitution: A Debate of the Times, April 1788." This document also contains, in a separate section, the annual and final reports of the New York State Bicentennial

Development Schools; San Diego State University CA

Four major elements were critical in the creation of the Chula Vista Professional Development School (CVPDS), a joint venture of Chula Vista City Schools (California) and San Diego State University: strong central figures in the university and public schools; powerful, well presented ideas; inclusion of key university and public school figures early in the planning process; and adequate resources. Important factors in the implementation stage were careful attention to communication and to nurturing relationships. An attachment to this paper, "The Chula Vista Professional Development School," describes CVPDS as a specially designed facility inside a new elementary school, Clear View Elementary, that has three specific goals: (1) to develop and offer a comprehensive field-based collaborative preservice teacher preparation program; (2) to create and manage comprehensive programs for extended development of teaching professionals in the Chula Vista Schools; and (3) to provide a setting for educational professionals to come together to examine, evaluate, and reflect on teaching and learning. The program description includes outlines of the program goals and curriculum content of the preservice and inservice programs, the site-based master's program, and specific program plans for 1991-1992; discussion of systematic reflection and disciplined inquiry in the PDS; a conceptual outline of how technology may be used to address specific program issues; and a brief physical description of the PDS. (IAH)

ED 346 032 SP 033 733

Barros, Jose H.; And Others
Socio-Cognitive Variables of Teachers and Their Influence on Teaching.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Affective Measures; Elementary Secondary Education; Foreign Countries; *Locus of Control; *Self Efficacy; *Sex Differences; Teacher Characteristics; *Teacher Responsibility; Teaching Experience
IDENTIFIERS- Portugal

The variables of teacher self efficacy, locus of control, and attribution of responsibility are important in classroom situations for both teachers and students. This paper discusses some theoretical considerations associated with these three variables and various instruments and scales used to measure them. Results are presented from a study that examined teachers' sense of responsibility for positive and negative student outcomes, taking teachers' sex, years of teaching experience, and grade level into consideration. These findings are compared to other research on teachers' attribution of responsibility and discussed within the context of findings from past research on correlations between locus of control, self-efficacy, and attribution of responsibility. The Responsibility for Student Achievement Questionnaire (Guskey) was administered to 308 elementary and secondary teachers in Portugal. The teachers who were studied attributed to themselves more responsibility for success than for failure. In general, female teachers assumed more responsibility for success and less for failure than did their male counterparts. No significant differences regarding grade level or years of results of traditional supervision carried out by a single education professor. Data from questionnaires and interviews were collected from student teachers, cooperating teachers, and supervisors. Most student teachers indicated that joint supervision had a positive effect on their teaching performance although a sizable minority indicated that it had no significant effect. For the most part, student teachers perceived no difference in the quality of advice received from their education and subject area supervisors. While most student teachers, cooperating teachers, and subject area faculty viewed the project as a positive influence, supervisors from the education faculty were essentially neutral. This project defined joint supervision as parallel supervision--the two supervisors supervised student teachers independently. This type of shared supervision appeared to work, however the question of whether cooperative supervision is effective has yet to be tested. (IAH)

ED 346 052 SP 033 802

Johannesson, Ingolfur Asgeir
Professionalization of Progress and Expertise among Teacher Educators in Iceland. Draft.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Environment; Educational History; Educational Improvement; Elementary Secondary Education; Foreign Countries; Higher Education; *Professional Recognition; *Teacher Educators; *Teaching (Occupation)
IDENTIFIERS- *Iceland; *Professionalism; Professionalization of Teaching

The view of professionalism as a social strategy differs from conventional theories of professions that consider professionalism as an evolutionary trend. This paper considers the professionalization of progress and educational expertise among teacher educators and other education reformers in Iceland in the 1980s and 1990s. It focuses on the "fagvitund" (translated as "occupational consciousness" or "professional identity") campaign, launched in the mid-1980s and designed to increase respect for teachers in Iceland. The paper uses a conceptual framework that interprets educational reform as a social strategy of epistemic individuals; examines the context in which "fagvitund" took place; considers to what extent the discourse of professionalism has merely occupied the space (field) wherein education reformers work; and compares the interpretation of professionalism as a social strategy with other contemporary interpretations of professionalism. (IAH)

ED 346 053 SP 033 805

Bloch, Deborah P.; McGarraghy, John
Making It Work: The First Year's Implementation of an Interdisciplinary Teacher Education Program.
PUB DATE- Feb 92
NOTE- 45p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

in explaining attitudes and work orientations. A questionnaire was administered to secondary school administrators and teachers (N=415) in a medium-sized industrial town in Israel. Findings of a three-way analysis of covariance suggested that principals' gender has a significantly greater effect on teachers' attitudes than does teachers' own gender; differences in the present school climate and in leadership styles also depend more on the principals' gender than on that of the teachers. Both male and female teachers' experience of working under female principals differs from that of working under male principals; under male principals, all teachers have more seniority and higher professional rank than under female principals. Under female principals, all teachers, both male and female, with or without an administrative position, express more positive attitudes toward their workplace than under male principals. Male teachers without an administrative position, whether under a male or a female principal, proved to be the most disadvantaged group. (LL)

ED 346 072 SP 033 836

Levin, Robert A.
Curriculum History in Teacher Education: Reconstructing Programmatic Mission.
PUB DATE- 21 Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Environment; *Educational History; *Educational Philosophy; Educational Policy; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Research Methodology; School Catalogs; *Schools of Education; *Teacher Education Curriculum
IDENTIFIERS- *Keene State College NH

This paper offers a definition of curriculum history in teacher education and differentiates it from other historical work that discusses the preparation of teachers. It utilizes research into the curriculum history, 1909-1944, of Keene Normal School/Teachers College in New Hampshire to illustrate the methodological problems and benefits of researching teacher education curriculum historically. Data were obtained from 30 years of Keene's college catalogs, focusing on program requirements, course content, and teacher educator background. Analysis of the data indicates that the metaphor for teaching and learning to teach which dominated the Keene curriculum changed from a view of teaching as a craft to that of teaching as an occupation. Three specific changes in Keene's program support this shift in vision: the shrinking role of field work in the curriculum; the rising hegemony of the academic disciplines; and the growing tendency to recruit Keene faculty with liberal arts, non-education degrees and little or no school teaching or administration experience. This case study also provides evidence of the powerful influence of society's perception of gender roles on the elementary and secondary school curriculum and consequently on the philosophies and assumptions that undergird the teacher education curriculum. (IAH)

ED 346 073 SP 033 837

Urban Education
IDENTIFIERS- Albuquerque Public Schools NM; Los Angeles Unified School District CA; *Protege Mentor Relationship

This study describes how the contexts of mentoring shape the perspectives and practices of mentors in the Teacher Trainee Program in Los Angeles (California), an effort to recruit candidates to teach in inner city secondary schools by providing on-the-job training to college graduates, and in the Graduate Intern Program in Albuquerque (New Mexico), an effort to extend preservice preparation by offering structured support to beginning elementary teachers. Data were gathered by interviewing and observing mentors and mentees to determine the kinds of things mentor teachers do; the organizational, programmatic, and intellectual contexts in which they work; working conditions; selection procedures; and preparation. A comparative analysis related to broader claims about the power of mentoring to improve teaching is then presented. Three perspectives on mentoring are identified in relation to teacher induction: (1) casting mentors as local guides; (2) casting mentors as educational companions; and (3) viewing mentors as agents of cultural change. Research on what mentoring looks like in different contexts and what novices learn from their interactions with mentors can help policymakers and program planners understand the power and limits of this intervention in order to design more effective programs. (LL)

ED 346 092 SP 033 860

Gallien, Louis B., Jr.
Lost Voices: Reflections on Education from an Imperiled Generation. (An Examination of Attitudes of Black Males towards Education at Five Secondary Schools with Distinct Sagas.)
PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Black Education; *Black Students; Educational Environment; High Schools; *Males; Private Schools; Public Schools; Questionnaires; *Racial Identification; Role Models; *Student Attitudes; Suburban Schools; Urban Schools
IDENTIFIERS- *Jackson Municipal Separate School District MS

The questions addressed in this study concern the effects of diverse secondary school environments on Black males' perceptions of achievement and identity. Data were collected over a 2-year period utilizing discussion, observation, surveys (questions included), and interviews with Black males in five high schools in Jackson, Mississippi: (1) Bailey Alternative Secondary, a magnet school emphasizing cooperation and group learning; (2) Murrah High School representing the former all-white flagship school of the pre-desegregation era; (3) Lanier High School, an inner city school; (4) St. Joseph's Catholic High School, a suburban, racially integrated secondary school; and (5) Piney Woods Country Life, a private boarding school outside the city limits with a history as a predominantly Black school. Results suggest that most Black men desire the same opportunities in life as their white counterparts, and they appear not to suffer from low self-esteem or low self-evaluation of academic potential. However, there appears to be a lack of interest and investment in education as a means of getting ahead in life. Specific intervention strategies are recommended for education communities that contain significant Black populations. (LL)

Hierarchical Analysis; Statistical Analysis System; Statistical Package for the Social Sciences; Variance (Statistical)

Selected examples using the statistical packages Statistical Package for the Social Sciences (SPSS), the Statistical Analysis System (SAS), and BMDP are presented to facilitate their use and encourage appropriate uses in: (1) a hierarchical design; (2) a confounded factorial design; and (3) variance component estimation procedures. To illustrate the hierarchical design, an example is taken from a study of time to assemble an electronic component for five operators at each of six workplaces (Kirk, 1982). The confounded factorial design is illustrated for four subjects each from two independent groups in two treatment combinations (Kirk, 1982). A variance component estimation example is given for a generalizability study involving 10 persons observed on 2 occasions (R. L. Brennan, 1983). For each of these conditions, all three computer packages are used. Nine tables present information from these analyses, and there is a six-item list of references. (SLD)

ED 346 111 TM 018 329

Evans, Lynn; And Others

The Influence of High-Stakes Evaluation Conditions on Educators' Verifications of Assessment Indicators of Effective Teaching and Learning.

PUB DATE- Apr 92

NOTE- 98p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrators; Attitude Measures; *Content Validity; Decision Making; *Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; *Learning; Professional Development; *Secondary School Teachers; State Programs; Teacher Effectiveness; *Teacher Evaluation; Teaching Methods

IDENTIFIERS- Educational Indicators; Louisiana; *System for Teaching Learning Assessment Review LA

The System for Teaching and Learning Assessment and Review (STAR) is a comprehensive on-the-job teacher assessment system designed to collect information and make important decisions about the quality of effective teaching and student learning in classrooms within an interactive framework of professional development and support. The Louisiana STAR was developed in response to a Louisiana legislative mandate. A statewide content verification survey was conducted to determine if revised STAR indicators are reasonable expectations for beginning and experienced teachers in Louisiana. The sample consisted of approximately 230 educators (27% teachers, 45% school administrators, 7% instructional supervisors, and 20% others) named as knowledgeable about the STAR indicators. Data were collected with an instrument designed to explore areas of concern about each of the 117 indicators found in the 1990-91 STAR. A total of 139 usable surveys were returned. Teachers supported the content of the revised 1990-91 version of STAR. The majority of respondents endorsed each of the indicators as applicable to their subject areas and free of bias. Appendices present 34 pages of study findings in the format of the STAR, including: (1) demographic information about the sample; (2)

DESCRIPTORS- Beliefs; *Comparative Analysis; *Data Analysis; *Education Majors; Higher Education; Interviews; Knowledge Level; *Mathematics Teachers; Preservice Teacher Education; Qualitative Research; *Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- *Constant Comparative Method; Participative Evaluation

The constant comparative method of B. G. Glaser and A. L. Strauss (1967) of qualitative data analysis is illustrated using data from a study that investigated the knowledge and beliefs of four preservice secondary school mathematics teachers. Data sources included interviews, observations, a written instrument, and artifacts. Data analysis progressed through various stages, including open and selective coding. A unique feature of the design involved the participation of informants in the data coding process. This involvement simplified the analysis process, motivated ongoing analysis during data collection, and helped in identifying accurate and meaningful information about the teachers' beliefs. A description of the findings illustrates how these benefits were achieved, as well as how theory emerged from data during analysis. Three figures illustrate the analysis. A 10-item list of references and an appendix of interview excerpts are included. (Author/SLD)

ED 346 129 TM 018 419

Goh, David S.
The Development and Reliabilty of the Attitudes Toward AIDS Scale.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Attitude Measures; Content Validity; *Graduate Students; Health Education; Higher Education; Knowledge Level; Program Evaluation; *Rating Scales; *Test Construction; Test Reliability; *Undergraduate Students
IDENTIFIERS- *Attitudes Toward AIDS Scale; Test Retest Reliability

The content validation method was used to develop a scale for measuring attitudes toward and knowledge about the Acquired Immune Deficiency Syndrome (AIDS) for college students. The developed instrument, the Attitudes toward AIDS Scale (ATAS) consisted of a knowledge scale and an attitudes scale, each with 25 items chosen by a pool of AIDS educators and researchers. Subjects for an internal consistency reliability study were 320 college students (166 undergraduate students and 154 graduate students) in a large university on the East Coast. Fifty-two of the undergraduates participated in a test-retest reliability study. Results indicate that both scales of the ATAS have adequate internal consistency and test-retest reliability. The ATAS provides an adequate instrument for conducting AIDS research and evaluating the effectiveness of AIDS education and prevention effects. Three tables present study findings. There is a five-item list of references. An appendix lists the 50 item statements that comprise the ATAS. (SLD)

ED 346 130 TM 018 420

Abdel-fattah, Abdel-fattah A.

Educational Progress (NAEP), international assessments, and state-mandated assessments. Interest in attitudes toward science is an area drawing increased attention, although the field is hampered by a lack of a theoretical base. Another area of current interest is computer applications in assessment. Literature on computer assisted testing is reviewed, emphasizing: (1) the use of item banks; (2) evaluation of student data from laboratory exercises; (3) computer-generated homework problems and quizzes; (4) computerized feedback in the classroom; (5) advantages and drawbacks to computerized assessment; (6) computerized diagnostic testing; (7) computer managed instruction; and (8) the impact of interactive video. Alternative assessments have been the focus of several studies. The data collecting, storage, and analysis capabilities of the computer make alternative technology-based assessments increasingly attractive. There is a 70-item list of references. (SLD)

ED 346 148 TM 018 487

Marso, Ronald N.; Pigge, Fred L.
A Summary of Published Research: Classroom Teachers' Knowledge and Skills Related to the Development and Use of Teacher-Made Tests.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Elementary School Teachers; Elementary Secondary Education; *Knowledge Level; Literature Reviews; Meta Analysis; *Secondary School Teachers; Teacher Attitudes; Teacher Education; *Teacher Made Tests; *Test Construction; Testing Problems; Test Use
IDENTIFIERS- *Teacher Competencies

This paper presents a summary of findings from a review of approximately 225 studies addressing the knowledge and skills of classroom teachers for kindergarten through grade 12 related to the development and use of teacher-made tests. The findings from the review suggest that little change in teachers' testing competence has occurred in the quarter century since S. T. Mayo first documented the following inadequacies in teachers' testing knowledge and training: (1) limited expertise, support, and preservice and inservice training are available to assist teachers in meeting their testing responsibilities; (2) teachers view teacher-devised testing as positively influencing instruction and learning; (3) most teacher-constructed tests contain many faults, and function almost exclusively at the recall level; and (4) teachers typically do not use test improvement strategies such as test blueprints or item analysis. Table 1 lists 32 practices, attitudes, and beliefs of teachers; and Table 2 summarizes 21 testing knowledge parameters and skills identified in the studies. There is a 109-item list of references. (Author/SLD)

ED 346 149 TM 018 488

Clark, Sheldon B.; Boser, Judith A.
Questionnaire Design in Broad-Based Evaluation Studies: Letting Someone Else Collect Comparison Group Data.

Teacher Education; *Mentors; Minority Group Teachers; Professional Training; Program Effectiveness; Secondary School Teachers; Teacher Interns; Urban Schools
IDENTIFIERS- Partnerships in Education

In examining the theoretical place of induction in the process of becoming a teacher, this paper compares five school-based collaborative models of the use of mentors as part of induction programs to support new teachers. The following aspects of each program are compared: (1) goals; (2) training of mentors; (3) support provided for mentors; and (4) strengths and benefits of each program. The following programs are examined: (1) a collaborative program by the Albuquerque Public Schools and the University of New Mexico; (2) the North Country Mentor/Intern Regional Consortium in Northern New York; (3) the Arizona Teacher Residency Program; (4) the partnership among Hunter College of the City University of New York and the 24 public schools of Community School District Number 4 in East Harlem; and (5) the University of Northern Colorado's partnership program with regional public schools. The following findings are presented: (1) collaboration between public schools and institutions of higher education is extremely beneficial and desirable; (2) the need to support new teachers is critical in light of increased demands and pressures affecting teaching; (3) support of minority group teachers is critical; (4) mentoring programs must include context specific training and ongoing support; and (5) benefits accrue to the individuals and organizations involved. Four figures are included. (JB)

ED 346 167 UD 028 289

Green, Robert L.; Wright, Denise L.
African-American Males: A Demographic Study and Analysis.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Mar 91
NOTE- 67p.; Paper presented at the National Workshop of the W. K. Kellogg Foundation (March 27-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; Black Population Trends; *Blacks; Black Students; Correctional Rehabilitation; *Demography; *Disadvantaged Youth; *Economically Disadvantaged; Economic Factors; Elementary Secondary Education; Higher Education; Labor Economics; *Males; Racial Discrimination; *Sociocultural Patterns
IDENTIFIERS- *African Americans

This paper examines the position of the African American male in three categories identified as critical indicators in assessing important sociological trends. For each of the following indicators, the report gives a general, comparative, and projective analysis: (1) economics and labor; (2) education; and (3) incarceration. The section on economics and labor looks at reasons for the rising disparity among groups and their present economic welfare using statistics from the Census Bureau, the Bureau of Labor Statistics, and the Department of Labor. The section on education addresses the historical context for controversy in education; elementary school, primary school, and secondary school education; 2-year versus 4-year institutions; and financial support for African Americans in higher education. Also included in this section is an analysis of the African American male in the educational system and the possible need for alternative schools for this or effecting changes in social and racial relations. The paper points out the influence of black achievements in sports on the African American community and goes on to examine the role of college athletics in U.S. society. Many leaders from the African American community have benefitted from involvement in sports programs at the collegiate level. A conclusion calls on schools to remember the value of athletics programs in college and makes the following four recommendations for historically black colleges: (1) maintain programs that develop individuals who are skilled and concerned with the advancement of society; (2) use athletics to unify the university; (3) use revenues from sports to develop programs in sports typically not accessible to African Americans (e.g., golf and tennis); and (4) use the popularity of athletics to promote the name and prestige of historically black colleges so as to attract high quality students. Included are 11 references. (JB)

ED 346 186   UD 028 663

Jorgensen, Karen; Brown, Cynthia Stokes
New Faces in Our Schools: Student-Generated Solutions to Ethnic Conflict.
PUB DATE- 92
NOTE- 129p.; A product of the New Faces of Liberty Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Conflict Resolution; *Culture Conflict; Curriculum Guides; Ethnic Discrimination; *Ethnic Relations; *Immigrants; Problem Solving; Refugees; Secondary Education; Secondary School Curriculum; *Secondary School Students; Social Integration; Student Reaction; Teaching Guides
IDENTIFIERS- Immigration

This curriculum guide for secondary school teachers addresses issues causing interethnic tension and conflict, highlights them through dialogue, and is designed to help students understand the origins of their attitudes toward other groups. An introductory section ("Notes to the Teacher") describes the need for the curriculum, explains the approach based on the perspectives of the students themselves, lists central concepts, discusses teacher attitudes, and offers a handout planner. Part 1 of the curriculum ("Who Are the New Immigrants and Refugees?") explores migration, refugees, place of origin, U.S. history and policy, geography, and the "push factor." Part 2 ("How Do Refugees Adjust to Life in a Receiving Community?") shows how teachers can help students analyze demographics, locate ethnic communities, discuss stereotyping and discrimination, understand group responses, and develop ideas for increasing communication and decreasing tension. Part 3 ("How Does Our School Face the New Refugee Challenge?") explores the school community, problem solving, and oral history gathering. Each activity in Part 3 is described in a focus sheet detailing the rationale, objectives, and evaluation. The following three essays are appended: (1) "The Newest Immigrants" (J. Bentley); (2) "The Immigration Act of 1990" (P. Gillett); and (3) "Refugees in the World Today: Main Characteristics and Outlook for the Future" (M. Moussalli). Also appended are a list of additional teaching resources, a 23-item glossary, and 32 student materials (handouts, homework assignment forms, figures, tables, informative synopses, and

*Enrollment Trends; *Grade 1; *Kindergarten Children; Longitudinal Studies; Preschool Children; Primary Education; Program Evaluation; Public Schools; *School Districts; *Urban Schools; Urban Youth

IDENTIFIERS- *Atlanta Public Schools GA; *Early Childhood Development Programs

This report presents longitudinal data on enrollment and performance patterns in Atlanta (Georgia) Public Schools (APS) from 1970-71 to 1990-91 for early childhood development programs and an analysis of selected performance indicators for kindergarten and first grade students in 1989-90 and 1990-91. An introduction describes the history and development of various early childhood programs within the APS. A summary of findings reviews general trends in the research, local findings, and a summary of current data, including the following: (1) fluctuations in enrollment generally resulted from changes in state and federal guidelines for funding and internal adjustments to local programs; (2) the 1990-91 increase in enrollment for various community programs did not result in the expected decrease in the numbers and percentages of students with no preschool experience; (3) about 78 percent of the preschool students attended the APS program for a full year in 1990-91; (4) students made the greatest growth in cognitive and language development; and (5) the difference in performance by preschool experience lessened by the end of first grade, but students with preschool experience continued to perform better than did students with no preschool experience. Included are 6 tables, 1 graph, 2 appendices containing student assessment instruments and a summary of a Georgia Kindergarten Assessment Program, and 12 references. (JB)

ED 346 206 UD 028 693

Hollinger, Debra K.; And Others

Services and Staffing in Chapter 1 Public Schools: Chapter 1 Data from the Schools and Staffing Survey.

PUB DATE- Apr 92

NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ancillary School Services; *Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Elementary Secondary Education; Equal Education; Federal Programs; Graphs; *Low Income Groups; National Surveys; Poverty Areas; *Public Schools; School Districts; School Statistics; Tables (Data); Urban Schools

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Schools and Staffing Survey (NCES)

A study was done to determine the extent to which children in public high and low poverty schools receive similar services and levels of supports, and whether public schools receiving Chapter 1 assistance appear to have more services and support than do similar non-Chapter 1 schools. The study used data from the base year Schools and Staffing Survey (SASS) and information from the SASS Public School Questionnaire. In order to ensure that differences found were not influenced by differences in school poverty levels, Chapter 1 and non-Chapter 1 schools were grouped into low, medium, and high poverty categories. Specific questions addressed include the following: (1) comparison of services offered; (2) proportion of students

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 26 Jul 91
NOTE- 16p.; For the 1989-90 report, see ED 336 480.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Education; Compensatory Education; Disadvantaged Youth; *English (Second Language); Haitian Creole; High Schools; High School Students; Hispanic Americans; *Immigrants; *Limited English Speaking; Native Language Instruction; Program Evaluation; *Spanish Speaking; Urban Youth
IDENTIFIERS- New York City Board of Education; *Project CHOICE

An evaluation was done of the New York City Public Schools' Choosing Optional Infused Career Education for Students in High School Bilingual Programs (Project CHOICE). During the 1990-91 school year, Project CHOICE served 437 Spanish-speaking limited English proficient (LEP) students at Fort Hamilton High School and Springfield Gardens High School. The students were recent arrivals in the United States from Central America and South America. Project CHOICE provided students with instruction in English as a Second Language (ESL), native language arts (NLA), and bilingual content area instruction. The project also provided staff development, career education, parental involvement, and cultural activities. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Analysis found that the project was fully implemented and met its objectives for NLA, ESL, career development, extracurricular activities, staff development, staff awareness of pupil problems and needs, curriculum development, and parental involvement. It partially met its content area objectives. While attendance was higher for the project students at both sites, the project met its objective for attendance at only one site. Programming at one site was particularly successful in meeting students' needs for family outreach and counseling. (JB)

ED 346 225 UD 028 715

Project PRIDE. 1990-91 Final Evaluation Profile. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 26 Jul 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Compensatory Education; Disadvantaged Youth; *English (Second Language); Haitian Creole; *Haitians; High Schools; *High School Students; *Immigrants; Latin Americans; Limited English Speaking; Native Language Instruction; Program Evaluation; Urban Youth
IDENTIFIERS- New York City Board of Education; *Project PRIDE

An evaluation was done of the New York City Public Schools' Project PRIDE. During the 1990-91 school year, Project PRIDE served 330 mostly Haitian immigrant limited English proficient (LEP) students at Erasmus Hall High School in Brooklyn, of whom 84.5 percent were eligible for the Free Lunch Program. Project PRIDE provided students with instruction in English as a Second Language (ESL), native language arts (NLA) for Haitian Creole, and bilingual content area instruction and native language literacy. The project also provided staff development, parental involvement, and cultural activities. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Analysis found that the project was understand the similarities between crew leadership and parenting and to recognize their potential strengths and weaknesses within these roles. Individual leadership styles and crew management skills were discussed for the three crew leaders. By understanding the dynamics of family interaction patterns, staff can provide more effective treatment and intervention. (LP)

ED 345 908 RC 018 685

Wagner, Richard J.; And Others
Enhancing Teaching Effectiveness Using Experiential Techniques: Model Development and Empirical Evaluation.
PUB DATE- Apr 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwest Region of the Academy of Management (St. Charles, IL, April 22-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration Education; Classroom Techniques; *College Students; Cooperative Learning; Educational Research; *Experiential Learning; Higher Education; *Instructional Effectiveness; Research Design; *Research Projects; *Self Directed Groups; *Team Training; Teamwork

In U.S. colleges and universities, much attention has been focused on the need to improve teaching quality and to involve students in the learning process. At the same time, many faculty members are faced with growing class sizes and with time pressures due to research demands. One useful technique is to divide the class into small groups and assign each group a project as part of the course work. Group projects force the individual student to become an active learner and can also serve as an introduction to project teams and self-directed work groups found in many businesses. These organizations have found that work teams must be trained to function effectively as a unit. An increasingly popular method of team building is experiential education, particularly outdoor adventure activities. Evaluations of such training programs suggest that program effectiveness depends on how the process of experiential training is integrated with specific organizational goals. This paper outlines a project that would design and evaluate experiential training methods to enhance the effectiveness of student groups. The first phase of the project involves the development of experiential activities appropriate for classroom use, development of a format for evaluation of group behaviors and outcomes, identification of appropriate classes for study, and development of a standard format for using experiential activities in the classroom. Later phases will involve pilot testing, modification as needed, and large scale implementation across different classes and instructors. (SV)

ED 345 909 RC 018 686

The West Virginia Folk Arts Apprenticeship Program.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; West Virginia State Dept. of Education and the Arts, Charleston. Div. of Culture and History.
PUB DATE- 90
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Canada Natives; *Community Characteristics; Community Services; Community Study; Elementary Secondary Education; *Eskimos; Family Life; Foreign Countries; Indigenous Populations; *North American History; Plants (Botany); Resource Materials; Social Studies; Wildlife
IDENTIFIERS- Arctic; *Northwest Territories (Pangnirtung); Whales

This booklet provides reference materials for teachers of social studies in the Northwest Territories (Canada). The information was gathered during workshops attended by elders, community representatives, and teachers from the region. A geography section describes the location of Pangnirtung on Baffin Island and the geology, climate, vegetation, and wildlife of the region. History sections discuss the first prehistoric settlers in the region (Dorset and Thule peoples); possible contact with the Vikings; arrival of Europeans; establishment of whaling stations; contact with traders, missionaries, and explorers; establishment of a Hudson's Bay Company post in 1921; arrival of some federal government services in 1923; education, provided first by the Anglican mission and, after 1955, by the federal government; and periodic migrations between hunting/fishing camps and Pangnirtung. The section on the modern community discusses population, municipal government and services, education and social services provided by the territorial government, private businesses, transportation and related problems, communications, Auyuittuq National Park and tourism, use of Inuktitut (Inupiaq) and English, employment and income, and holidays and recreation. Most sections have references. (SV)

ED 345 928 RC 018 718

Learning: Tradition & Change in the Northwest Territories.
PUB DATE- Mar 82
NOTE- 349p.; The many photographs may copy marginally.
LANGUAGE- English; Inupiaq
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; American Indian Education; *Bilingual Education; *Canada Natives; Decentralization; *Educational Change; Educational Policy; Elementary Secondary Education; *Eskimos; Foreign Countries; Higher Education; *School Community Relationship; *Teacher Education
IDENTIFIERS- *Northwest Territories

In 1981-82 the Legislative Assembly's Special Committee on Education held 43 public hearings throughout the Northwest Territories to gather information on all aspects of public concern about education. Written in English and Inupiaq, this document outlines problems related to: (1) preparation for a traditional Native life versus preparation for the wage economy; (2) choosing among bilingual, Native language, and English-as-a-Second-Language programs; (3) the need for culturally appropriate curriculum and instructional materials; (4) poor attendance and high dropout rates; (5) discipline problems; (6) lack of Native teachers; (7) inadequacy of preservice and inservice teacher education in preparing southern teachers for northern schools; (8) the need for parent education and parent-school liaisons; (9) the need for adult and continuing education; (10) limited funding; and (11) large differences between educational policies and classroom practices. The Special Committee made several major organizes the material to accomplish these objective by topic. The component requirements for the course include: (1) laboratory experience; (2) field experience; (3) related research; (4) daily and weekly lesson plans; (5) laboratory reports; (6) unit or chapter plans; and (7) class presentations. A weekly schedule based on a 15-week semester is provided. (31 references) (MDH)

ED 345 946 SE 052 963

Summers, R. Joe; Gotwald, Timothy
Building and Operating Weather Satellite Ground Stations for High School Science. Teachers Guide.
PUB DATE- 81
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Electronic Equipment; High Schools; Laboratory Manuals; *Meteorology; *Satellites (Aerospace); *Science Activities; Science Education; *Science Equipment; Science Instruction; Secondary School Science; *Telecommunications
IDENTIFIERS- National Aeronautics and Space Administration; *Weather Satellites

Automatic Picture Transmission (APT) images are real-time weather pictures transmitted from satellites on a radio frequency in a video format. Amateur radio enthusiasts and electronic experimenters have for a number of years designed, built, and operated direct readout stations capable of receiving APT photographs. The equipment to receive weather satellite pictures can be collected and/or built by individuals who do not have a high degree of technical training. The ability to receive daily pictures from these satellites offers exciting opportunities for secondary school teachers and their students to assemble the electronic hardware and view real-time pictures of earth from outer space. This teacher's guide contains the following: (1) schematic diagrams of components within the APT system; (2) a general description of the direct readout station; (3) specifications for the antenna and transmission system with installation photographs and assembly diagrams; (4) a description of the required radio receivers with necessary modifications for inclusion in the APT reception system; (5) practical and inexpensive ways for the reproduction of satellite pictures; (6) detailed information on the locating and tracking of polar satellites of the TIROS-N series; (7) suggested uses of the weather satellite information in conjunction with student projects; and (8) appendices that include references, suggested readings, and a technical glossary. (PR)

ED 345 947 SE 052 967

Vogt, Gregory L.
Rockets: A Teaching Guide for an Elementary Science Unit on Rocketry.
PUB DATE- May 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Education; Elementary Education; *Elementary School Science; Enrichment Activities;

Catholic Schools for the 21st Century: An Overview. Volume I.
PUB DATE- 91
NOTE- 28p.; For the other volumes in this series, see SO 021 647-651.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catholic Educators; *Catholic Schools; *Educational Development; Educational Finance; Educational History; *Educational Planning; Educational Principles; *Educational Trends; Elementary Secondary Education; Futures (of Society); Governance; Leadership Responsibility; *Politics of Education; Public Policy; School Community Relationship

Part of a six-volume series, this publication contains summaries of theme papers commissioned for the National Congress on Catholic Schools for the 21st century, Nov. 6-10, 1991. The meeting had three broad goals: (1) to communicate the story of the academic and religious effectiveness of Catholic schools to a national audience; (2) to celebrate the success of Catholic schools in the United States and to broaden support for the future; and (3) to convene an assembly of key leaders in Catholic schooling. The papers served to foster a national dialogue to clarify the current status of Catholic schools in the United States, and to develop a set of future strategies to strengthen and expand the network of Catholic schools throughout the country. Ten papers, addressing the following themes, are summarized: (1) "The Catholic Identity of Catholic Schools," with papers by James Heft and Carleen Reck; (2) "Leadership of and on Behalf of Catholic Schools," with papers by Karen Ristau and Joseph Rogus; (3) "The Catholic School and Society," with papers by John Convey and John Cummins; (4) "Catholic School Governance and Finance," with papers by Rosemary Hocevar and Lourdes Sheehan; and (5) "Political Action, Public Policy, and Catholic Schools," with papers by John Coons and Frank Monahan. (KM)

ED 345 970 SO 021 647

Heft, James; Reck, Carleen
The Catholic Identity of Catholic Schools. Catholic Schools for the 21st Century. Volume II.
PUB DATE- 91
NOTE- 49p.; For related documents, see SO 021 646-651. Papers presented at the Convention of the National Congress on Catholic Schools for the 21st Century (November 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Church Role; Educational History; *Educational Needs; Educational Philosophy; Educational Planning; *Educational Trends; Elementary Secondary Education; Futures (of Society); *Religious Education; School Community Relationship; *Social Change

Part of a six volume series of theme papers commissioned for the National Congress on Catholic schools for the 21st century, November 6-10, 1991, this document contains two of the theme papers. In "Catholic Identity and the Future of Catholic Schools" James Heft considers several ways to think about Catholic identity, describes the historical development of Catholic schools in the United States, and outlines four

Middle Schools; Nazism; Secondary Education; *Social Studies; Student Educational Objectives; *Teaching Methods; *World History; *World War II
IDENTIFIERS- ERIC Digests; *Holocaust

A Holocaust survivor recently implored social studies teachers to "remember our faces." This becomes an especially poignant plea when one considers the ages of the Holocaust survivors, rescuers, and liberators. This generation will soon be gone. Who will remain to tell their stories? As the 50th anniversary remembrance of World War II continues, the significance of the European Holocaust and its implications for teaching social studies at the middle and high school must be considered. Too often the Holocaust is forgotten in the recitation of dates and battles, commanders and campaigns. The annihilation of more than six million Jews cannot be described in the one or two paragraphs devoted to the Holocaust in the average social studies text. Though Auschwitz, Dachau, Bergen-Belsen, and other Nazi death camps are synonymous with horror, what of the identities of the victims of those camps? How do educators teach about those individuals who died in the camps, of those survivors who left the camps forever changed, or of those rescuers who risked their lives to help others? The goals of this ERIC Digest are to: (1) present a rationale for Holocaust education; (2) discuss curriculum placement for inclusion of the topic; (3) list organizations and resources available to help educators in teaching about the Holocaust; and (4) provide a bibliography of relevant materials in the ERIC database. (Author/DB)

ED 345 991 SO 022 121

Scheuerer, Daniel T.; Parkay, Forrest W.
The New Christian Right and the Public School Curriculum: A Florida Report.
PUB DATE- 91
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Censorship; Christianity; Elementary Secondary Education; *Instructional Material Evaluation; *Instructional Materials; Moral Issues; Moral Values; *Public Schools; *Religious Cultural Groups
IDENTIFIERS- *Florida; *New Christian Right

This report utilizes survey data and a literature review to analyze challenges made to curriculum materials in Florida public schools in the late 1980s by groups and persons described as the "New Christian Right" (NCR). Survey data were gathered from the chief instructional program supervisors in the state's 67 school districts. Among the findings of the study were that NCR proponents were active in some Florida school districts during the period of the study, and that complaints about the instructional materials focused on traditional values and family issues. Many Florida school districts also have adopted materials selection and complaint review procedures and attempted to involve the community in those procedures. Among recommendations based on the findings are that: (1) school districts should insure that evaluation/adoption procedures are in place; (2) complaint review committees be comprised of a cross-section of community viewpoints, and (3) the State Department of Education should provide school district personnel with technical assistance

Commission. (DB)

ED 346 010   SO 022 176

Roe, Kathleen; Corsaro, James
Local History in the Classroom: A Teacher's Guide to Historical Materials and Their Classroom Use.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 83
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *History Instruction; Instructional Materials; Learning Activities; *Local History; Social Studies; Teaching Guides
IDENTIFIERS- *New York (Upper Hudson)

This book, part of the Touchstones to Local History project of Russell Sage College, is designed for social studies teachers seeking to incorporate local history in their social studies curricula by utilizing local history materials. Ten forms of historical materials are reviewed in terms of their classroom use: published resources, personal papers, business records, organizational records, local government records, census records, cartographic records, newspapers, pictorial sources, and the artifacts of material culture. Though many of the illustrative examples are drawn from materials of the Upper Hudson region of New York State and their repositories, their treatment is intended for teachers throughout New York State and the nation. Each chapter contains five basic parts designed to bridge the gap between classroom materials and classroom activities. The first section of each chapter reviews the variety of materials that can be used. The second section of each chapter provides information on specific collections within the Upper Hudson region, so that area school teachers can quickly access them for classroom use. The third section of each chapter includes a discussion of educational skills and understanding. A special supplement to each chapter suggests learning activities that can be developed by teachers to utilize the learning potential of materials through class projects and individual student assignments. Finally, each chapter contains a concise bibliography of suggested readings for the teacher, indicating the appropriate reference works, finding aids, and illustrative readings needed to begin preparing lesson and unit plans. (DB)

ED 346 011   SO 022 177

A Select Bibliography of Books on Labor Issues.
PUB DATE- Oct 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Employed Women; Labor Economics; *Labor Force; Labor Relations; Laws; *Unions

This annotated bibliography of 90 books on labor issues presents selections in the following areas: labor history, biographies, experience were found. (IAH)

ED 346 033 SP 033 740

Wahlstrom, Mary Ann; Clarken, Rodney H.
Preparing Teachers for Education That Is Multicultural and Global.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Pluralism; Curriculum Development; *Educational Principles; Elementary Secondary Education; *Global Approach; Higher Education; *Multicultural Education; Preservice Teacher Education; *Student Attitudes; *Teacher Education Curriculum; Undergraduate Students
IDENTIFIERS- *Global Perspectives in Education; Northern Michigan University; Silver Lake College WI

Multicultural and global education is a modification of the total school environment that enables students to experience equal education opportunities and develop the knowledge, skills, and attitudes needed to recognize the interdependence of nations and understand the interconnected political, economic, and social problems of an interdependent world. This paper explores several issues which relate to implementation of education that is multicultural and global: (1) the need for an education that is multicultural and global; (2) the relationship of multicultural and global education to the educational needs of the whole person; (3) preparation of teachers for education that is multicultural and global; and (4) the efforts of Silver Lake College (SLC Wisconsin) and Northern Michigan University (NMU) to develop multicultural and global perspectives in their students. These two institutions of higher education hold that: the teacher education curriculum for professional studies should incorporate multicultural and global perspectives; education students should participate in culturally diverse settings; and their classmates and faculty should represent cultural diversity. Results are presented from a human relations survey of preservice teachers enrolled at SLC and NMU. The survey questionnaire, which is included in the appendix, addresses general awareness of cultural influences as they affect individuals, teachers, and current instructional materials. (IAH)

ED 346 034 SP 033 744

Reynolds, Mark R.; And Others
An Investigation of Video-Based Technologies for In-Service Training in Mainstreaming for Music Educators. Final Report, Phase I.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Inservice Teacher Education; Junior High Schools; *Mainstreaming; Middle Schools; Music Education; *Music Teachers; *Program Design; Program

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Second Language Programs; *Course Descriptions; *Curriculum Development; Educational Environment; Education Courses; Elementary Education; Higher Education; *Interdisciplinary Approach; Liberal Arts; *Preservice Teacher Education; Program Development; *Program Implementation; Required Courses; *Teacher Education Curriculum
IDENTIFIERS- Bernard Baruch College NY; City University of New York

Development and implementation of an interdisciplinary elementary and early childhood teacher education program at Baruch College (New York) was characterized by many internal and external tensions and pressures. One of the important factors which had to be considered was the ethnic diversity of both the college's and the city's student populations and how the teacher education curriculum could respond to and reflect this diversity, especially in its foreign language requirements. This teacher preparation program is unique not only because of its emphasis on a combination of liberal studies and professional courses but also because all aspects of the program are jointly administered by the school of education and the school of liberal arts. This paper outlines the program content and discusses some of the obstacles encountered in implementing the program. Included are a curriculum outline, a fact sheet on student appeals, course selection worksheets, and a description of the humanities capstone course (a methods course). (IAH)

ED 346 054 SP 033 806

Rieck, William A.
A Study of Current Practice on the Pre-Service Preparation of Secondary School Teachers.
PUB DATE- Apr 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Credits; Course Content; Education Majors; Higher Education; *Methods Courses; *Preservice Teacher Education; *Program Effectiveness; Program Evaluation; *Required Courses; Secondary Education; Secondary School Students; *Student Teaching; Surveys; *Teacher Education Programs
IDENTIFIERS- National Council for Accreditation of Teacher Educ; *Subject Content Knowledge

This study was conducted to answer three major questions relative to undergraduate preservice secondary education programs: (1) What courses in pedagogy are required of all secondary education majors and how many credits are awarded in each area? (2) What are the current practices relative to student teaching credit and evaluation? and (3) How effective a job is being done in preparing teachers for the public schools with the current curriculum content of methods courses in secondary education? A two-part survey instrument was developed and administered to the entire population of colleges and universities whose secondary education program was accredited

Clarken, Rodney H.; Hirst, Lois A.
Enhancing Multicultural Education in Teacher Preparation Programs.
PUB DATE- Feb 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ethnic Groups; Faculty Recruitment; *Field Experience Programs; Higher Education; *Minority Groups; *Multicultural Education; *Preservice Teacher Education; Program Improvement; Student Recruitment; *Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- *Knowledge Base for Teaching; National Council for Accreditation of Teacher Educ; Northern Michigan University

This paper addresses the need for multicultural perspectives in teacher preparation programs and ways in which teacher education institutions can enhance multicultural education. Standards and criteria of the National Council for the Accreditation of Teacher Education (NCATE) with regard to multicultural education and the response of Northern Michigan University's (NMU) teacher education program to these standards are outlined. The teacher education program at NMU incorporates multicultural or global perspectives throughout the professional studies component of the teacher education program. The university engages in ongoing efforts to recruit, support, and retain students and faculty from among the Native American, African American, and Hispanic populations of the state. Attention is also given to arranging field placements in culturally diverse settings. Several recommendations featuring specific strategies are made for enhancing multicultural teacher education. The recommendations focus on four areas: a multicultural knowledge base as the centerpiece for the teacher education curriculum, field experiences, student recruitment and retention, and faculty teaching strategies. (IAH)

ED 346 074   SP 033 838

Kahne, Joseph; Westheimer, Joel
Building Community: A Model for Teacher Education and Staff Development.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Community Psychology; Elementary Secondary Education; *Experiential Learning; Faculty Development; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *School Restructuring; Student School Relationship; *Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- *Community Disruption; *Isolation Effect; Stanford University CA

This essay addresses the use of experience-based teacher education and staff development to foster strong school communities. An evaluation of an innovative course sequence for prospective teachers at Stanford University (California), the Experiential Curricula Project, is discussed. Particular focus

ED 346 093 SP 033 861

Alternative Teacher Certification in Texas.
PUB DATE- 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; *Career Change; Elementary Secondary Education; Higher Education; International Cooperation; Models; Program Descriptions; *Program Development; *Program Implementation; *Teacher Education Programs; *Teacher Interns; Veterans Education
IDENTIFIERS- *Texas

This publication describes alternative teacher certification programs in Texas that train interns who are generally mature, mid-career individuals. The document is organized into seven sections: (1) "Alternative Certification in Texas" discusses the history and background of the programs including legislation, the first alternative teacher certification program, three models which emerged, collaboration, individual program components, and internal monitoring; (2) "Focus on the Interns" examines who these people are; (3) "The Role of the Division of Professional Development, Texas Education Agency" discusses the State Board of Education and alternative certification implementation, dissemination of information nationwide and internationally, program development, and monitoring for quality and compliance; (4) "Implications for Restructured Teacher Education" includes information on quality control, levels of supervision, site-based management, and cost effectiveness; (5) "New Directions for Alternative Certification in Texas" describes the Texas military initiative and an international initiative with Mexico; (6) "Texas Alternative Certification Association (TACA)" describes an organization (TACA) that provides support, helps disseminate information, and sponsors a national conference; and (7) "Alternative Teacher Certification in Texas Makes the News" offers quotes from politicians and educators. Four appendixes include: data highlights of alternative teacher certification programs in Texas 1991-92; approved alternative certification programs by education service center regions; economic report of President Bush; and a list of 1991-92 alternative certification programs and directors. (LL)

ED 346 094 SP 033 863

Morrison, Harriet B.
The Holmes Group Plan vs. a Phenomenological Scenario for Teacher Education: An Epistemological Methodological Comparison.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; Educational Change; *Educational Philosophy; *Epistemology; Higher Education; Methods; Models; *Phenomenology; *Teacher Education
IDENTIFIERS- *Holmes Group Report; *Merleau Ponty (Maurice)

the structure of the STAR assessment; and (3) study directions. There is a seven-item list of references. (SLD)

ED 346 112 TM 018 330

Mazzeo, John; And Others
The Use of Collateral Information in Proficiency Estimation for the Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Competence; Equations (Mathematics); *Estimation (Mathematics); *Factor Analysis; Grade 8; Junior High Schools; Junior High School Students; *Mathematical Models; Mathematics Tests; National Surveys; *Statistical Distributions
IDENTIFIERS- Ability Estimates; Criterion Variables; National Assessment of Educational Progress; Plausibility Approach; *Proficiency Distributions; *Trial State Assessment (NAEP)

The adequacy of several approaches to estimation of proficiency distributions for the Trial State Assessment (TSA) in eighth grade mathematics of the National Assessment of Educational Progress was examined. These approaches are more restrictive than the estimation procedures originally used, with the same kind of plausible-values approach that has been implemented since 1984 with the national assessment. The proposed approaches are computationally less burdensome and could provide improved performance from a statistical standpoint. Results from six procedures including the operational procedure for 1990 are compared to results obtained by a criterion procedure for eight TSA jurisdictions. With some modifications, alternatives were generated by crossing the method of obtaining principal components, the method of selecting principal components, and the procedure for estimating the model. Methods that estimate a single population model did not provide acceptable results. Results support use of the less restricted models, particularly the one used operationally in 1990, producing separate sets of principal components for each jurisdiction from each jurisdiction's within-state correlation matrix, with decisions about the components to include made separately for each jurisdiction on the basis of the percent-of-trace criterion applied to the jurisdiction's correlation matrix. A separate population model is then estimated for each jurisdiction. Fourteen tables, 2 appendices presenting data from the analyses, and a 20-item list of references are included. (SLD)

ED 346 113 TM 018 331

Masters, James R.
A Study of Arbitrations in Pennsylvania's Writing Assessment.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

Comparison of the Chi-Square Procedure with the Symmetric Regression Procedure for Developing a Common Metric in Item Response Theory.
PUB DATE- 92
NOTE- 12p.; Paper presented at the Joint Annual Meeting of the Psychometric Society and the Classification Society (New Brunswick, NJ, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Comparative Analysis; *Equated Scores; *Estimation (Mathematics); *Item Response Theory; Least Squares Statistics; Literature Reviews; Maximum Likelihood Statistics; *Regression (Statistics); *Scaling; Weighted Scores
IDENTIFIERS- Linear Equating Method; Outliers; *Symmetric Regression Procedure

A modified regression procedure for finding a common metric for item response theory (IRT) parameter estimates and for total test scores is proposed and compared to the chi-square method of equating. The chi-square method was chosen after literature review for the currently used scaling procedures. The modification used with the regression analysis was to account for its asymmetry. The new method was compared to the chi-square procedure and was found to produce similar transformation constants. The new method is simpler and more flexible than the chi-square procedure, and it is inexpensive and conceptually valid. It has been implemented in a computer program that equates the scores of two tests. Parameter estimates from different calibrations or different tests can also be scaled to a common metric by using this program. It can be used for linear, non-linear, raw score, or true score equating. The equating can be performed by using the ordinary least squares, the weighted least squares, or the maximum likelihood estimation procedure. The weighting is used to account for outliers. Weighting can also be performed by using the reciprocal of the average standard deviations of the two variables to be equated. The program used in this study is available in both the Statistical Analysis System (SAS) and FORTRAN. One table and 12 graphs present study data, and there is a 10-item list of references. (Author/SLD)

ED 346 131 TM 018 421

Abdel-fattah, Abdel-fattah A.
A Factor Analytic Item Response Theory Approach for Relating Item Content to Test Scores.
PUB DATE- 92
NOTE- 18p.; Paper presented at the Joint Annual Meeting of the Psychometric Society and the Classification Society (New Brunswick, NJ, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bayesian Statistics; *Difficulty Level; English; Estimation (Mathematics); *Factor Analysis; Item Analysis; *Item Response Theory; Language Tests; Matrices; Models; Probability; *Scaling; *Scores; Test Content; *Test Items; Test Results; Transformations (Mathematics)
IDENTIFIERS- BILOG Computer Program; Binary Scores; LISREL Computer Program; *Ranking

A scaling procedure is proposed, based on item response theory (IRT), to fit non-hierarchical test structure as well. The

SPONS. AGENCY- Department of Energy, Washington, DC. Office of Univ. and Science Education.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; *Control Groups; *Data Collection; *Evaluation Methods; Experimental Groups; Followup Studies; Higher Education; National Surveys; Program Evaluation; *Questionnaires; *Research Design; *Test Construction; Test Items
IDENTIFIERS- Oak Ridge Associated Universities TN

A context in which existing items may provide a convenient source of questions for questionnaires was explored through a case study making use of existing comparison groups. Two programs at Oak Ridge Associated Universities (ORAU), the Science and Engineering Research Semester (SERS) and the Laboratory Graduate Research Participation (Lab Grad) program, are educational programs which have been undergoing follow-up assessments, but for which setting up a control group for each cohort of interest is not feasible. Researchers at ORAU and the Argonne National Laboratory have developed the following evaluation questionnaires for these programs in which certain key items conform to those from large national surveys sponsored by federal agencies: (1) the Survey of Earned Doctorates; (2) the Survey of Doctorate Recipients; (3) the Survey of Recent Science, Social Science, and Engineering Graduates; and (4) the National Survey of Natural and Social Scientists and Engineers. While lifting items from existing instruments is not a substitute for thoughtful instrument development, the technique can be useful and cost-effective if the comparison group is identified before the instrument is designed. There are 10 illustrative figures and a 22-item list of references. (SLD)

ED 346 150 TM 018 490

Dibble, Emily; Shaklee, Harriet
Graph Interpretation: A Translation Problem?
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; *Data Interpretation; *Graphs; Higher Education; *Inferences; *Information Transfer; Problem Solving; Reading Comprehension; Statistics; *Tables (Data); Thinking Skills; *Undergraduate Students
IDENTIFIERS- *Mental Representation

To study how the organization of information affects the way that information is interpreted, a total of 404 undergraduates in two studies (151 and 253 students, respectively) solved statistical reasoning problems based on data presented in a variety of types of graphs and tables. When assessing relative probabilities, students were equally successful at answering questions regardless of the data display type. When making data-based causal inferences, accuracy decreased and students were population. The section on incarceration presents general data on the rate of incarceration nationwide as well as specifically for African American males. A conclusion summarizes the points made earlier, notes the many accomplishments and achievements of African American males, and describes the work still to be done. Included are 105 references. (JB)

ED 346 168 UD 028 434

Johnson, Florence L.; And Others
Sense of Futility: Its Significance and Correlates among Michigan Elementary Students.
PUB DATE- Apr 91
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Black Students; Educational Environment; *Elementary School Students; Grade 4; Grade 5; Intermediate Grades; Negative Attitudes; Racial Differences; *Self Concept; Social Environment; Student Attitudes; *Student Motivation; Teacher Expectations of Students; Urban Schools; *White Students
IDENTIFIERS- Academic Self Concept; *Michigan

As part of the investigation into the achievement differentials between white and black students in Michigan, a study was done of the nature of sense of futility (SOF) at the individual student level and the relationship between the SOF correlates and self-concept ability. The sample included 2 groups of fourth and fifth graders in a random sample of 86 Michigan schools: 5,637 students in a statewide random sample and 3,360 students from schools in a predominantly black random sample. The students responded to questionnaires administered by research staff. The data were analyzed by significant variables and by stepwise, multiple regression analysis. The analysis delineated the following three correlates in the school climate and school social structure that comprised the academic SOF in individual students: (1) teachers' failure to push students for high academic achievement; (2) social pressure to avoid high grades; and (3) pure futility or a feeling of hopelessness. The finding that students in predominantly black schools are more likely than students sampled statewide to feel they have no chance in school is consistent with earlier findings. Included are four appendices containing a copy of the student questionnaire and lists of student SOF and student climate variables, other correlates of individual student futility, and factors from individual student questionnaire items for analyses of SOF (statewide sample). Also provided are 3 tables and 16 references. (JB)

ED 346 169 UD 028 496

Brown, Shirley Vining; Clewell, Beatriz Chu
Building the Nation's Work Force from the Inside Out: Educating Minorities for the Twenty-First Century.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Affirmative Action; Blacks; Economically

brief story outlines). (JB)

ED 346 187 UD 028 664

Jorgensen-Esmaili, Karen
New Faces of Liberty: A Curriculum for Teaching about Today's Refugees and Immigrants. For Teachers of Social Studies, Language Arts and English as a Second Language, Grades 5 through 8.
PUB DATE- 88
NOTE- 133p.; A product of the New Faces of Liberty Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cambodians; Culture Conflict; Curriculum Guides; English (Second Language); *Ethnic Relations; Ethnic Stereotypes; *Immigrants; Intermediate Grades; Junior High Schools; Junior High School Students; Language Arts; Lesson Plans; Middle Schools; *Refugees; Social Integration; *Social Studies
IDENTIFIERS- Immigration; Salvadoreans

This middle school curriculum guide helps teachers to work with students to explore the experiences of new immigrant children and to nurture student understanding of migration and its impact on individual refugees and recipient community members. An introductory section ("Notes to the Teacher") explains the issues that call for this program, the central concept of migration, the unit contents, and teaching strategies. Each of the document's five units contains several lessons with descriptions of the curriculum's rationale, objectives, teaching time, materials, keywords, procedures, and evaluation. Unit I ("Exploring Our Immigrant Roots") introduces the program's three sub-concepts: places of origin, push-pull factors, and migrant adjustment. Unit II ("Migration in Historical Perspective") explores migration in the United States. The following three units explore the experiences of new refugees in depth, particularly Salvadoran and Cambodian children: "Unit III: The New Immigrants: Learning about Their Cultures"; "Unit IV: Migrating to a New Land: The Push/Pull Factors"; and "Unit V: Arriving and Adjusting to a New Land." Included are extension and upper grade activities and an appendix containing a 30-item glossary, background information on Cambodians and Salvadorans, and a 16-item list of additional teaching resources. (JB)

ED 346 188 UD 028 670

KIDS COUNT Data Book: State Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 92
NOTE- 305p.; For the 1991 report, see ED 328 553.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Birth Weight; *Children; Early Parenthood; Elementary Secondary Education; Graphs; Infant Mortality; Infants; Juvenile Justice; Minority Group Children; Mortality Rate; One Parent Family; *Population Trends; Poverty; *Profiles; State Surveys; Statistical Data; Tables (Data)
IDENTIFIERS- *Indicators

This third annual report uses nine benchmarks of child and in remedial reading and mathematics; (3) likelihood of employing special instructional personnel; (4) likelihood of using volunteers; (5) student/teacher and student/staff ratios; (6) average class size; (7) likelihood of staff receiving special bonuses for working in high priority areas; and (8) likelihood that teachers receive training. Most of the notable differences found were between poverty levels rather than between Chapter 1 and non-Chapter 1 schools. Statistical data are provided in 12 tables, 16 graphs, and an appendix containing 25 additional tables. (JB)

ED 346 207 UD 028 694

Anderson, Judith; And Others
Poverty and Achievement: Re-examining the Relationship between School Poverty and Student Achievement: An Examination of Eighth Grade Student Achievement Using the National Education Longitudinal Study of 1988.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Economic Factors; *Federal Programs; Grade 8; High Risk Students; Junior High Schools; *Junior High School Students; Longitudinal Studies; Middle Schools; National Surveys; *Poverty Areas; Public Schools; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *National Education Longitudinal Study 1988

A study was done of the relationship between public school poverty and student achievement among eighth graders, focusing on the poorest schools that are most likely to receive Chapter 1 assistance and on those students who seem to be achieving against all odds as compared to their peers who are not doing well in the same school. The study used data from the National Education Longitudinal Study of 1988 (NELS:88), which contains detailed information on the characteristics of schools that eighth grade students attend as well as information on the students, their families, and their teachers. The 1988 base year survey included 24,599 students. Analysis of the data led to the conclusion that high poverty public schools in the sample show a considerably greater need for special educational support programs than do low poverty schools; that students in these schools, whatever their family socioeconomic status, have lower achievement than do students in the low poverty schools; and that schools with more than 50 percent of their students eligible for free or reduced price lunches enroll large numbers of students who may be at risk of academic failure. Included are 12 tables and 4 figures. (JB)

ED 346 208 UD 028 695

Anderson, Judith I.; And Others
Teaching in Chapter 1 Schools: Public School Teachers' Perceptions of Resources, Discipline, and Support. Chapter 1 Data from the Schools and Staffing Survey.
PUB DATE- Apr 92
NOTE- 110p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA,

fully implemented; met its objectives for dropout rate, referral to special education, cultural and social activities, self-esteem and cultural pride, staff development, and parental involvement; and met one objective for content area subjects. The project failed to meet objectives for ESL, language laboratory, and attendance. Students reported an improved attitude toward the Haitian Creole language as a result of program services. The computer-assisted ESL component and parental involvement activities were particularly successful. Recommendations include literacy instruction for all students requiring it, adequate materials and personnel, and improved attendance. (JB)

ED 346 226 UD 028 717

Oregon Dropout Reporting Manual.
PUB DATE- Mar 92
NOTE- 24p.; Paper revises the "Early School Leavers Accounting System" manual (ED 334 687).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Annual Reports; Dropout Rate; *Dropouts; Elementary Secondary Education; *Information Dissemination; *Recordkeeping; *School Statistics; State Departments of Education; State Legislation; State Standards; State Surveys
IDENTIFIERS- *Oregon

This manual describes regulations and procedures for Oregon's required reporting of elementary school through high school dropouts for the 1991-92 school year and beyond. Topics covered include the following: (1) basics of dropout reporting; (2) suggested reporting procedures; (3) exceptions; (4) non-dropouts; (5) dropouts; (6) students who return to school; (7) reducing reporting errors; (8) special cases (alternative programs, high school equivalency students, migrant students, home instruction and home schooling, no change, adult high school diploma, juvenile facilities, 10-day absence, requesting a record, and Job Corps); (9) completing the transmittal memorandum; (10) how to complete the Early Leaver Report; (11) transfer of records; (12) record-keeping; (13) electronic reporting; (14) the dropout rate; (15) the synthetic 4-year rate; (16) evaluations; (17) edit/verification list; (18) dropout report checklist; and (19) seven key facts. Two appendices contain the transmittal memorandum and a report on the Individual Early Leaver form. (JB)

ED 346 227 UD 028 718

New Census Report Shows Dramatic Rise since 1979 in Workers with Low Earnings.
PUB DATE- 11 May 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Census Figures; *Employment Patterns; Hispanic Americans; Labor Economics; Labor Force; *Low Income Groups; National Surveys; *Population Trends; Racial

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; *Art Products; Arts Centers; *Craft Workers; Creative Expression; Cultural Background; Cultural Education; *Folk Culture; Handicrafts; *Heritage Education; Program Descriptions; Rural Areas
IDENTIFIERS- *Cultural Preservation; *West Virginia

This booklet describes an apprenticeship program that encourages and perpetuates West Virginia folk arts. The program is an ongoing project administered by the Augusta Heritage Center located on the campus of Davis and Elkins College in West Virginia. Folk art is the artistic expression of values shared by communities of people. In West Virginia, folk art traditions include music, crafts, dancing, food preparation, folk architecture, and tales and legends. A panel meeting twice a year awards apprenticeships to qualified applicants who are matched with master folk artists. Twenty apprenticeships, some still ongoing, were funded through the program in 1989 and 1990. Fourteen master folk artists are featured through brief biographies that describe how they learned and mastered the art. The specific folk arts featured include fiddling, shape note singing, banjo playing, white oak basketry, fiddle bow repair, old-time singing, stone splitting, musical instrument construction, blues music, guitar, Hungarian cimbalom music, and overshot weaving. There are numerous photographs in this booklet. (LP)

ED 345 910 RC 018 687

Claus, Richard N.; Quimper, Barry E.
State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report. 1991-92.
PUB DATE- Feb 92
NOTE- 34p.; For the 1990-91 report, see ED 338 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; Elementary Secondary Education; English (Second Language); Hispanic Americans; *Limited English Speaking; Migrant Education; *Migrant Programs; Parent Participation; Program Evaluation; *Reading Instruction; *Remedial Instruction; Tutoring
IDENTIFIERS- *ECIA Chapter 1 Migrant Programs; *Michigan

This report presents results of a process evaluation of Michigan State bilingual education and migrant education programs. The programs provide counseling and supplemental instruction in reading, mathematics, and communication to 761 bilingual students and 855 migrant students. The process evaluation was accomplished through a questionnaire to all state bilingual/migrant teachers, advisors, and aides (N=19). Reported strengths of the programs were the use of a variety of strategies, weekly meetings with students, and an emphasis on reading instruction, flexibility in subjects covered, and monitoring of student progress. Ideas for future program improvement include more individualization, more resources, more diagnostic information, and more parent involvement. Reported weaknesses were large variations in student load by staff members, a need for inservice instruction for aides and regular education teachers, a need for access to student test scores, and a lack of accelerated instruction. Recommendations for program improvement include: (1) increasing parental involvement; (2) providing inservice education to regular restructuring recommendations, including the creation of: 10 divisional boards of education to govern schools with the advice of local educational authorities; a Secretariat of Learning to respond to demands for learning from the private and public sectors; two centers responsible for curriculum development and teacher education; and an Arctic College. In addition, 49 specific recommendations address issues of administrative structure, school programs and curriculum, language of instruction, teacher education and recruitment, special education, adult education, and policy implementation. This document contains a bibliography of approximately 270 items. (SV)

ED 345 929 RC 018 741

Stevens, Peggy Walker; Richards, Anthony
Changing Schools through Experiential Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adventure Education; Change Strategies; Cooperation; *Curriculum Development; Educational Change; Elementary Secondary Education; *Experiential Learning; Outdoor Education; *School Organization; *Student Role; *Teacher Role
IDENTIFIERS- ERIC Digests

This ERIC Digest describes how experiential education can help in designing a curriculum that young people find significant. It also describes ways experiential education can help educators make the transition from a traditional program to an activity-based program. Experiential education differs from traditional education in that teachers first immerse students in action and then ask them to reflect on the experience. Several examples of experiential education involving different disciplines are described to illustrate the benefits of this approach. When experiential education is used, teachers and students must change their roles; both groups become active learners engaged in joint efforts. School organization may need to change in order to support an experiential approach. For example, an all-day time block may be used for certain activities. Adventure is one form of experiential education that is highly effective in developing team and group skills in both students and adults. Adventure activities help develop listening skills, recognize individual strengths, and promote mutual support. These benefits apply equally well to academic problem-solving or to schoolwide improvement efforts. Experiential education is an effective change strategy for schools and a more engaging way of treating academic content. It can also provide a model for helping all those involved in schooling become more comfortable with the unfamiliar roles associated with restructuring schools. (LP)

ED 345 930 RC 018 742

Theobald, Paul
Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92

Instructional Materials; Learning Modules; *Mechanics (Physics); *Science Activities; Science Education; Science History; *Science Instruction; *Science Materials; Units of Study
IDENTIFIERS- Newton Laws of Motion; Rocket Propellants; *Rockets; Space Shuttle

Utilizing simple and inexpensive equipment, elementary and middle school science teachers can conduct interesting, exciting, and productive units on rockets, the oldest form of self-contained vehicles in existence. This teaching guide contains the following: (1) a brief history of experimentation and research on rockets and rocket propulsion from ancient Chinese warfare to modern space exploration; (2) the mechanical principles of rockets in terms of Newton's Laws of Motion; (3) a discussion of the science of practical rocketry in terms of rocket engine design, types of propellants, engine thrust control, flight path stability and control, and weight versus payload considerations; (4) 10 hands-on classroom activities which include required materials and tools, procedures, and typical classroom discussion topics relating to each activity; and (5) a list of commercial suppliers for model rocketry resources. The activities are effective for teaching the science of rocketry, utilizing readily available materials such as soda cans, pencils, balloons, and straws. Further, these activities are suggested as an introduction to a follow-up activity of building and launching commercially-supplied model rockets. (PR)

ED 345 948 SE 052 985

Iowa. The LEVELS of Mathematics Assessment: Initial Performance Standards for the 1990 NAEP Mathematics Assessment.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 91
NOTE- 32p.; For related documents, see ED 342 685-687.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Achievement Rating; *Grade 8; Group Testing; Junior High Schools; *Mathematics Achievement; Mathematics Education; Mathematics Skills; Mathematics Tests; Minimum Competency Testing; National Programs; State Programs; *Test Results
IDENTIFIERS- *Iowa; National Assessment of Educational Progress; *Trial State Assessment (NAEP)

The National Assessment of Educational Progress (NAEP) is a congressionally mandated statistical survey of educational achievement of U.S. students in a variety of curriculum areas and of changes in that achievement over time. The National Assessment Governing Board (NAGB) established new standards for reporting the results that resulted in three achievement levels: basic, proficient, and advanced. This book of the Initial Performance Standards for the 1990 NAEP Mathematics Assessment, reports the results on 61 Grade 8 items released to the public for the state of Iowa. The book is organized in four sections. Section 1 reports the percentages of students in Iowa at or above each achievement level, and compares these results to the regional and national percentages. The Iowa results are also tabulated by gender, race/ethnicity, type of community, and parents' education. Section 2 gives information on how to read the tables in the subsequent sections and definitions are provided to assist readers in the interpretation of these data. Sections 3 and 4 provide the Iowa, Regional, and National possible scenarios for the future of Catholic education. The second paper, "Catholic Identity" by Carleen Reck, discusses how the Catholic school needs to understand its identity before it can clarify its relationship with the church and society. This relationship can then suggest some possible directions for the future. The document concludes with a study and discussion guide and biographical information about the authors. (KM)

ED 345 971 SO 021 648

Ristau, Karen M.; Rogus, Joseph F.
Leadership of and on Behalf of Catholic Schools. Catholic Schools for the 21st Century. Volume III.
PUB DATE- 91
NOTE- 51p.; For related documents, see SO 021 646-651. Papers presented at the Convention of the National Congress on Catholic Schools for the 21st Century (November 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catholic Educators; *Catholic Schools; *Educational Development; Educational Needs; Educational Philosophy; *Educational Trends; Elementary Secondary Education; Futures (of Society); *Leadership Responsibility; Leadership Training; *Management Development; Religious Education; *Social Change

Part of a six volume series of theme papers commissioned for the National Congress on Catholic schools for the 21st century, November 6-10, 1991, this document contains two of the theme papers. In "The Challenge: To Provide Leadership within Catholic Schools" Karen Ristau examines how leadership is affected by socio-political factors in the United States, within the church, both universally and nationally, and by the general lack of confidence in education. Additionally, Ristau looks at who the followers are and reviews how leadership differs from management, in order to have a clearer definition and understanding of the present situation that may help to find more effective leaders. In the second paper, "Strengthening Preparation and Support for Leadership in Catholic Schools", Joseph Rogus focuses on leadership preparation and support. Two factors that relate most directly to this focus are explored: (1) the decreasing percentage of religious who staff the schools, and (2) the mixed messages received from bishops with respect to the future of Catholic schools. The document concludes with a study and discussion guide, and biographical information about the authors. (KM)

ED 345 972 SO 021 649

Brigham, Frederick H., Jr.; And Others.
The Catholic School and Society. Catholic Schools for the 21st Century. Volume IV.
PUB DATE- 91
NOTE- 68p.; For related documents, see SO 021 646-651. Papers presented at the Convention of the National Congress on Catholic Schools for the 21st Century (November 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Church Role; Educational History; *Educational Needs; Educational Philosophy; Educational Planning; *Educational Trends; Elementary Secondary Education; Futures (of Society);

related to instructional materials evaluation criteria, adoption procedures, and complaint review policies. (DB)

ED 345 992   SO 022 124

Gerber, Rod
Technology Education and Geography in Australian Higher Education. Geography Monograph Series No. 1.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; *Educational Technology; Foreign Countries; *Geography; *Geography Instruction; Higher Education; Teacher Education; Technological Advancement; *Technological Literacy; Technology
IDENTIFIERS- *Australia

Technology is having a major impact on living in industrialized countries like Australia. Academics such as geographers in Australian institutions of higher education should have a thorough understanding of the concept of technology and be effective users of it if they are to be educational leaders. As one of the first of its kind in Australia, a study was conducted among the institutions of higher education in Australia to find our the impact of technology amongst geographers. The study was based on the belief that the impact of technology can be determined by investigating the following aspects: the geographers' understanding of the concept of technology; their attitudes toward technology; the competencies that they claim in technology; the uses to which they put technology in their professional activities of teaching, research and consultancy; and the perceived impact that technology has had on them as geographers. Some 88 geographers from universities around Australia responded to a postal survey. Analyses of their responses revealed that these geographers had a conception of technology that is dominated by hard technologies, some of which may be termed new technologies. They expressed limited understanding of soft technologies. Overall, their attitudes towards technologies may be termed as ambivalent. This was due to a number of factors including a narrow understanding of technology, frustration with selected technologies and mixed access to items of hard technology. The implications of this study are that geographers in Australian institutions of higher education need exposure to a broader concept of technology so that they can understand both hard and soft technologies and be able to use them in their teaching, research, and consultancy. This exposure can be achieved through a carefully-planned in-service program involving all members of geography departments in Australian universities. (Author)

ED 345 993   SO 022 137

Butts, R. Freeman
Analysis of Civic Education in the United States: National Standards and Civic Education in the U.S.
PUB DATE- 91
NOTE- 20p.; Paper presented at the International Conference on Western Democracy and Eastern Europe: Political, Economic and Social Changes (East Berlin, Germany, October 18, 1991). Dot matrix type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

contemporary issues, labor economics and labor relations, labor law, labor unions, women and work, and reference books. (DB)

ED 346 012 SO 022 178

Day, Harlan R.
Economics and Entrepreneurship: Operating a Classroom Business in the Elementary and Middle School.
PUB DATE- 91
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Business Education; *Business Skills; Curriculum Development; *Economics Education; Educational Objectives; Elementary Education; Elementary Schools; *Entrepreneurship; Learning Activities; Middle Schools; Skill Development; Social Studies; Student Educational Objectives; *Student Projects; Teaching Guides; Teaching Methods

In a typical classroom business project, students produce and sell a product to other students in their school or to parents and members of the community. Such projects can be an excellent opportunity for students to begin to develop and apply a wide range of skills and for educators to teach important economics and business concepts. This booklet has two basic purposes. First, it is a manual for teachers that provides step-by-step practical instructions for operating a classroom business that are applicable at a variety of grade levels. The second purpose is to show teachers how to use classroom business projects to teach basic concepts more effectively. The booklet contains five chapters: (1) Getting Started; (2) Deciding What and How Many To Produce; (3) Producing the Product; (4) Marketing and Selling the Product; and (5) Closing the Business. Near the beginning of each chapter is a section explaining the important economic concepts introduced in the chapter. In the specific teaching activities, important vocabulary words are listed and defined in student language. Specific questions to ask students also are provided. A 28-item annotated bibliography of curriculum materials is included. Two appendices also are included: (1) Pre/post test on economic concepts; and (2) Attitude survey towards economics and business. (DB)

ED 346 013 SO 022 188

Foster, Rosemary, Comp.; Rioux, Colleen, Comp.
Resource Catalog for a Non-Sexist Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 90
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Athletics; Audiovisual Aids; Career Education; Current Events; *Curriculum Development; *Educational Resources; Elementary Secondary Education; *Equal Education; *Instructional Materials; Law Related Education; *Sex Bias; *Sex Fairness; Teacher Education; Vocational Education; Womens Studies
IDENTIFIERS- *Maine

This resource guide is designed to assist Maine school personnel in locating materials for promoting a non-sexist education. Materials are listed in alphabetical order with a brief description of each item including the title, author(s), and

Validation; *Special Needs Students; Technology Transfer; *Videodisks
IDENTIFIERS- *Education for All Handicapped Children Act

This feasibility study was conducted to determine the appropriateness and viability of developing a video-based training program to assist music educators in mainstreaming students with disabilities into general music classes. Following an introduction, the report is organized into five chapters: (1) Mainstreaming and Music Education, which includes background and literature on music education and mainstreaming, training of music educators, and the status of mainstreaming in music education classes; (2) Phase I Activities, which consists of a literature review, development of an interview instrument, identification of and interviews with experts and practitioners, observations of mainstreamed classes, an investigation of available technologies, and a preliminary design document; (3) Investigation of Available Technologies, which presents an overview of technologies, findings of the design team, Level I Videodisc, and availability of supporting hardware; (4) Design Plan, which describes target audience considerations, guiding principles, product to be developed, delivery options, and major content areas; and (5) Industry Support. Five appendices include: a bibliography, the interview instrument, a summary of interviews, an agenda for a design team meeting, and letters of support. (LL)

ED 346 035 SP 033 754

Duncan, Margaret Carlisle
Beyond Stereotyping: An Understanding of Sport Media As Sites of Struggle.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Alliance of Health, Physical Education, Recreation, and Dance (Indianapolis, IN, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Athletics; *Females; Feminism; Mass Media; *Mass Media Effects; Media Research; *Sex Stereotypes
IDENTIFIERS- Patriarchal Societies; *Sports Literature

Commodification is one of the media mechanisms that shape and proliferate images of femininity which result in the disempowerment of women and of female athletes. The method of homology is used to analyze commodification, one of the formal structures or mechanisms of patriarchy. After a description of this mechanism, the discussion focuses on how the mechanism is enstructured in the medium of sports magazines and particularly, how it is exemplified in the March 1992 "Sports Illustrated" swimsuit issue. The focus of the discussion on the swimsuit issue is on the techniques, graphic and textual, used to present the female models as commodities. The women in this issue of the magazine are not shown as capable atheletes but as commodities that can be purchased and whose primary function is to give pleasure to male readers. Finally, commodification is examined within the historical and cultural contexts of the last 15 years to show how it is linked to political events in contemporary North American society, particularly to the advancement of women into the traditionally male-dominated world of sports. Commodification is considered as a technique or mechanism for reducing the threat of parity in the sporting arena. (IAH) by the National Council for Accreditation of Teacher Education (NCATE). The number of institutions was 541; the response rate was 57.3 percent. Results are discussed in terms of course requirements (subject specific and generic methods courses, reading in content field, special education, tests and measurements, and discipline); student teaching; topic coverage, including lesson planning, curriculum, teaching techniques, at-risk students, student assessment, and ancillary skills and knowledge necessary for teaching. Recommendations for teacher education and alternative certification programs are made. (LL)

ED 346 055 SP 033 808

Altenbaugh, Richard J., Ed.
The Teacher's Voice: A Social History of Teaching in Twentieth-century America. Studies in Curriculum History Series: 17.
PUB DATE- 92
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Black Teachers; Educational Environment; *Educational History; Elementary Secondary Education; Feminism; Historiography; *Public School Teachers; School Desegregation; *Social History; *Teaching (Occupation); Unions; *Women Faculty
IDENTIFIERS- *Twentieth Century; *United States

This collection of essays presents narratives describing the role of classroom teachers in the development of public education in 20th century United States. Following a preface, the book is organized into four parts. The first part, Women's Work, includes "Having a Purpose in Life: Western Women Teachers in the Twentieth Century" (Courtney Ann Vaughn-Roberson); "The Intersection of Home and Work: Rural Vermont Schoolteachers, 1915-1950 (Margaret K. Nelson); and "Becoming the 'New Women': The Equal Rights Campaigns of New York City Schoolteachers, 1900-1920" (Patricia Carter). The second part, Teachers and Their Communities, contains "African-American Teachers in Buffalo: The First One Hundred Years" (Phyllis McGruder Chase); "Female Schoolteachers as Community Builders" (Margaret K. Nelson); "Religious Discrimination, Political Revenge, and Teacher Tenure" (Joseph W. Newman); and "One Who Left and One Who Stayed: Teacher Recollections and Reflections of School Desegregation in New Orleans" (Alan Wieder). Part three, Professionals or Workers? consists of: "The Social Status of Women Teachers in the Early Twentieth Century" (Patricia Carter); "The Complex Vision of Female Teachers and the Failure of Unionization in the 1930s: An Oral History" (Richard A. Quantz); and "Teachers and the Workplace" (Richard J. Altenbaugh). The final section, Conclusions, consists of "Interpretive Method in Historical Research: Ethnohistory Reconsidered" (Richard A. Quantz); and "The History of Teaching: A Social History of Schooling" (Richard J. Altenbaugh). (LL)

ED 346 056 SP 033 813

Theobald, Neil D.
How Do We Get from Here to There?: Allocating Resources To Renew Teacher Education.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-

is on the program's ability to foster community both among students and among students and teachers in an urban multicultural setting. Current reform strategies intended to promote teacher and school community include site-based management, magnet programs, school-within-a-school programs, and restructuring. These reform efforts met with limited success in creating a strong community in schools because of three obstacles: (1) organizational efforts do not provide teachers with experiences on which to draw; (2) organizational efforts do not provide teachers with the pedagogical techniques or the curricular orientation necessary to foster community in schools; and (3) organizational efforts emphasize the instrumental rather than intrinsic value of community. Experience-based teacher training and staff development gives participants a positive community experience and equips them with the pedagogical and curricular tools needed adequately to foster community among students. (LL)

ED 346 075 SP 033 839

Mertz, Norma T.; McNeely, Sonja R.
Pre-existing Teaching Constructs: How Students "See" Teaching Prior to Training.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Cognitive Structures; *Education Majors; Elementary Secondary Education; Higher Education; Instruction; Preservice Teacher Education; *Student Attitudes; *Teacher Role
IDENTIFIERS- *Myers Briggs Type Indicator

Students come to teacher preparation programs with well-formed, influential cognitive constructs about teaching; they come with a variety of constructs; and these constructs can be identified and accessed. The Myers-Briggs Type Indicator (MBTI) appears to be a way to access the constructs students hold. Subjects were 52 beginning teacher education program students. Two instruments were administered to the subjects during the first two weeks of classes: a survey form developed for the study and the MBTI. The types of data collected included: demographic data, teaching level, and subject area; responses to open-ended questions about subjects' background, prior teaching experiences, choice of teaching as a career, and teacher role model; the rank-ordering of 11 statements about the primary role of the teacher--what they valued most and would seek to emphasize in their classrooms; and personality types, with particular reference to perception and preferences. To effectively prepare students to become teachers, teacher educators must take into account students' different, persistent, stongly-held pre-existing cognitive constructs about teaching. (IAH)

ED 346 076 SP 033 840

Zide, Michele Moran; Colbert, Ronald
School Community-College Collaboration: A Certificate of Advanced Graduate Study in Staff Development and a Professional Development Center.
PUB DATE- Feb 92

The "Report of the Holmes Group: Tomorrow's Teachers" (1986) impacted the teacher education reform movement. The epistemological methodology inherent in its proposal requires consideration to establish its philosophical foundations and to appreciate the special nature of its teacher education model. Comparison with a dissimilar epistemological methodology can highlight the Holmes plan--its various epistemological characteristics as well as its strengths and weaknesses. Maurice Merleau-Ponty's phenomenological methodology functions from a different frame of reference. Implications for a teacher education model are discoverable with Merleau-Ponty's writings. Knowledge--its definition, description, and the process of knowing--are considered by both the Holmes writers and by Maurice Merleau-Ponty. The value of knowledge, its evaluation, and its content are conceptually of a different character and describe contrasting methodological models. Both epistemological methodologies are discussed separately and then compared/contrasted as epistemological methodologies inherent in a teacher education model. (Author)

ED 346 095 SP 033 864

Kling, Ruth E.; Brookhart, Donna, A.
Mentoring: A Review of Related Literature.
PUB DATE- 17 Jun 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrators; *Beginning Teacher Induction; Collegiality; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Literature Reviews; *Mentors; Preservice Teacher Education; Role Perception
IDENTIFIERS- *Protege Mentor Relationship

This literature review focuses on beginning teacher induction programs and addresses the following issues germane to the mentorship process: (1) the role of induction support programs for new teachers; (2) what mentoring is; (3) the mentor's role during the induction process; (4) the characteristics of effective mentor/protege relationships; (5) common problems encountered by participants in the mentor/protege relationship; (6) the role of administrative personnel in the mentor/protege relationship; and (7) the various stages of the mentor/protege relationship. Information for review and classification was gathered from 23 primary research studies, an ERIC search, and attendance at the Annual Conference on Mentorship. Findings indicate that induction support of new teachers often has a critical bearing on new teachers' decisions to stay or leave the profession. A list of recommendations is put forth as follows: in-service training for administrators and peer teachers; availability of mentors for new teachers; appropriate training for all mentor teachers; continued research regarding the effects of different subject mentoring; and required preservice coursework with respect to classroom behavior and management techniques as well as how to work with special needs students. (LL)

ED 346 096 SP 033 868

Davidson, Ann Locke
Border Curricula and the Construction of Identity: Implications for Multicultural Theorists.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Arbitration; Decision Making; *Educational Assessment; Essay Tests; Evaluation Problems; Grade 6; Grade 9; High Schools; *Holistic Evaluation; Intermediate Grades; Interrater Reliability; Problem Solving; Prompting; *Scoring; *State Programs; Student Evaluation; Testing Programs; *Writing Evaluation
IDENTIFIERS- Direct Assessment; *Pennsylvania

In 1991 Pennsylvania began implementation of a direct writing assessment at the sixth-grade and ninth-grade levels. A total of 18,758 sixth graders and 16,575 ninth graders wrote a response to 1 of 9 prompts reflecting 3 modes of writing. A six-point holistic scale was used to score the papers, with two readers scoring each paper. A third reader, or arbitrator, helped resolve any disagreements in the two scores. In all, there were 1,874 arbitrations. This study focused on the reasons for these arbitration decisions, asking whether such factors as the particular prompt, the writer's grade level, or the achievement level of the readers were related to such disagreements. Results indicate that arbitration rates varied by prompt, by mode, and for each of the two grade levels. Approximately 50% of the raters showed a tendency toward giving either high scores or low scores. At one-half of the tables of raters, one individual was found to be involved in at least 40% of the arbitrations. Neither characteristics of the raters nor the achievement level of the raters' students were found to be related to the arbitration statistics computed for each rater. There are 7 tables of study findings and an 11-item list of references. An appendix contains the holistic scoring guide. (SLD)

ED 346 114 TM 018 338

Mattoon, Joseph S.
Learner Control and Part/Whole-Task Practice Methods in Instructional Simulation.
PUB DATE- Apr 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Computer Assisted Instruction; Computer Assisted Testing; *Computer Simulation; *Decision Making; Females; Higher Education; *Individualized Instruction; *Learner Controlled Instruction; Males; Problem Solving; Student Role
IDENTIFIERS- *Aircrew Training Devices; *Practice Tests; Whole to Part Instructional Approach

Differences in learners' control decisions in computer-assisted learning were studied during part task versus whole task practice. The criterion task was chosen for its relevance to air crew training problems. Forty-one male and female undergraduates participated in a computer simulation task estimating the location and orientation of target aircraft on the computer screen. Subjects practiced parts of the task or the whole task and were tested on the complete task. The part-task practice broke the task into components that could be introduced separately and then combined progressively. Whole task practice presented the task in its entirety to maximize the similarity between the practice and criterion task. Overall results favor the part-task practice treatment. Descriptive data on response time and the number of trials indicate that part-task treatment subjects engage in more practice. Part-task binary scores of a test of English were used for calculating the probabilities of answering each item correctly. The probability matrix was factor analyzed, and the difficulty intervals or estimates corresponding to the factors were related to the total scores by scaling both the intervals (also the factor loadings) and the scores to common metrics of the test scores. The new procedure is a type of a transformation of the binary scores into more informative probabilities that can be analyzed more accurately by many statistical techniques such as factor analysis. The resulting factor loadings are used to rank order the items according to the probability of their being answered correctly. This ranking procedure was compared, in terms of meaningful item grouping, to ranking by difficulties. It is recommended that the Linear Structural Equation Relations (LISREL) computer programs be used in future studies to relate the structures of several test forms for a given administration and across administrations when supplemented with demographic variables of the students and the teachers. BILOG's Bayesian procedures for estimating item and ability parameters are also recommended because of the importance of estimation accuracy to model fit. The proposed ranking procedure should always be compared with the item difficulties ranking procedure for meaningful item grouping. One figure and four tables illustrate the analyses. There is a 15-item list of references. (Author/SLD)

ED 346 132   TM 018 427

Kahl, Stuart R.
Alternative Assessment in Mathematics: Insights from
  Massachusetts, Maine, Vermont and Kentucky.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (San Francisco, CA, April 20-
  24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Educational Assessment;
  Elementary Secondary Education; *Mathematics Achievement;
  Mathematics Tests; *Portfolios (Background Materials); Program
  Evaluation; *State Programs; Student Evaluation; *Testing
  Programs
IDENTIFIERS- *Alternatives to Standardized Testing; Kentucky
  Instructional Resource Information System; Maine Educational
  Assessment; Massachusetts Educational Assessment Program; Open
  Ended Questions; *Performance Based Evaluation; Vermont
  Mathematics Portfolio Assessment Program

Statewide assessment programs in mathematics that have led the way in the development and implementation of new alternative forms of assessment are described and compared. Assessments reviewed are: (1) the Massachusetts Educational Assessment Program (MEAP); (2) the Maine Educational Assessment (MEA); (3) Vermont's Mathematics Portfolio Assessment Program (VMPAP); and (4) the Kentucky Instructional Resource Information System (KIRIS). The four statewide assessment programs have a great deal in common. When the earlier ones (the MEA and MEAP) began, they were innovative, using matrix sampling to administer large numbers of items efficiently. Maine made significant use of open-ended questions. The two newer programs (the VMPAP and KIRIS) took a pioneer role in large-scale alternative assessment with the portfolio approach of Vermont and the portfolios and performance assessments of Kentucky. Some of the quite sensitive to differences in the data display. In the causal inference study, data presented in percentages produced more accurate responses than did data presented in frequencies; graphs elicited better problem-solving strategies than did contingency tables; and pie charts yielded the most consistently high accuracy of all the display types. Results support the claims that graph interpretation is distinct from graph decoding, and that the graph interpretation skill is not simply a function of the graph (or table) type, but rather is a complex interaction between the data display format, the type of problem to be solved, and the problem solver's facility with the reasoning underlying the particular problem type. Results therefore suggest that a major source of difficulty in graph and table interpretation lies in the translation of both the problem and the data display into appropriate and compatible mental representations. Numerous figures and tables present study findings, and there is a nine-item list of references. (Author/SLD)

ED 346 151 TM 018 492

Sykes, Robert C.; And Others
Dimensionality and DIF in a Licensure Examination.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Analysis; *Factor Structure; Health Personnel; Higher Education; *Item Bias; Item Response Theory; *Licensing Examinations (Professions); *Multidimensional Scaling; Nonparametric Statistics; Pass Fail Grading; *Test Construction; Test Format; Test Items
IDENTIFIERS- Eigenvalues; *Parallel Test Forms; Rasch Model; Stouts Procedure

The sources of multidimensionality found in several different forms of a licensure examination were studied. The relationship between one source of multidimensionality, differential item functioning (DIF) (or factors producing DIF), and content characteristics was explored in an attempt to isolate aspects of training or curriculum that could accound for the causes of multidimensionality in real data. A non-parametric approach for assessing unidimensionality developed by W. Stout (1987) was used to evaluate the dimensionality of several forms of a 300-item Rasch-based test used to license professionals in a health care profession. Quasi-random samples of 2,000 first-time candidates were selected for each of the 4 forms. The four forms were demonstrated to be multidimensional. The source of the multidimensionality could not be attributed to the presence of a large number of passage-like cases with associated multiple items. A second dimension was identified as the source of the multidimensionality through the magnitude of eigenvalue differences and the successful construction of part-forms made unidimensional by removal of items loading heavily on the second factor. An association between the second factor and items flagged for DIF was demonstrated. Items that loaded heavily on the second factor and were often flagged for DIF spanned content that involved knowledge and recall of physiological needs versus an evaluation/analysis of psychosocial needs. Six tables present study data, and there is a 16-item list of references. (SLD)

Disadvantaged; Ethnic Discrimination; *Federal Legislation; *Futures (of Society); Hispanic Americans; *Immigrants; Industrial Training; Labor Economics; *Labor Force Development; Labor Utilization; *Minority Groups; Public Policy; *Vocational Education; Whites

This paper assesses the new immigration law and its impact on the growing minority segment of the U.S. labor force. It frames the issues raised by the law that concern non-Asian American minority citizens, presents evidence that supports these concerns, and suggests both short-term and long-term policy implications. The analysis begins with an examination of those provisions of the new immigration law that are germane to minority workers, including a brief discussion of competing views of how immigration policies affect U.S. workers. The paper then looks at the status of minorities in the labor force, determining their current location and status in the major occupational categories that comprise the structure of the American work force. This information provides the basis for an examination of minorities in the professional labor market and for examining the link between U.S. education and immigration flows and how the focus on immigration ignores educational reforms that are crucial to the access and training of minorities. A final section briefly discusses the implications of the analysis for public policy as well as initiatives that might be taken by government, employers, and educational institutions. Included are 5 tables and 77 references. (JB)

ED 346 170   UD 028 525

King, George D.
Educating Minority Students in California: Descriptive Analysis and Policy Implications. California Children, California Families.
PUB DATE- Apr 90
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; American Indians; Asian Americans; Black Students; *Compensatory Education; *Disadvantaged Youth; *Educational Change; Elementary Secondary Education; Family Life; Hispanic Americans; *Minority Group Children; *Policy Formation; *Public Schools; Resource Allocation; Special Needs Students; White Students
IDENTIFIERS- African Americans; *California; Reform Efforts

This report addresses the issue of how to reform and or restructure the educational system to respond more effectively to the needs of minority students and to prepare minority students for productive service and a better quality of life. In particular, the report discusses the achievement patterns of minority youth enrolled in California public schools and factors that contribute to the differences in the achievement patterns of minority and non-minority youth. Following an introduction, a section on the contextual background highlights the conditions under which California public schools operate. The next section contains a description of achievement patterns and provides profiles of the general achievement patterns of students statewide, with an emphasis on minority student performance. The following section presents the findings of a study of factors contributing to differences in achievement, which used multiple regression analysis with data collected from 6 school years. A section on resource allocation issues adolescent health, education, and socioeconomic well-being to measure the condition of American children across the nation and state by state. The benchmarks are as follows: (1) percent low birth weight babies; (2) infant mortality rate (per 1,000 live births); (3) child death rate (ages 1-14 years) (per 100,000 children); (4) teen violent death rate (ages 15-19 years) (per 100,000 teens); (5) percent of all births that are to single teens; (6) juvenile custody rate (ages 10-15 years) (per 100,000 youth); (7) percent graduating from high school; (8) percent of children in poverty; and (9) percent of children in single-parent families. The document includes an overview with highlights of the findings including a chart showing national composite ranks for all states. A section of national and state profiles contains an outline of the national situation regarding each of the benchmarks and the percent change since 1980, a national minority profile, and individual state profiles for the 50 states and the District of Columbia. Appendices contain charts showing national goals and performance for children, scores and national rankings of the states, a 3-year profile of the changes since this publications was first produced, and states in rank order by indicator. Notes on the definition of key terms are provided along with a listing of data sources, information in the publishing institution, and partners in the project. (JB)

ED 346 189   UD 028 673

Solomon, R. Patrick
Black Resistance in High School: Forging a Separatist Culture.
PUB DATE- 92
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Athletes; *Black Students; *Cultural Context; *Disadvantaged Youth; Economically Disadvantaged; Ethnography; Foreign Countries; High Schools; *High School Students; Males; Minority Group Children; Racial Discrimination; Resistance (Psychology); *Social Mobility; *Student Subcultures; Urban Schools
IDENTIFIERS- Separatism; Toronto Public Schools ON; *West Indians

This book is an ethnographic case study of the school experience of West Indian children in a high school in Toronto (Ontario, Canada), which focuses on how minorities fail to achieve upward social mobility through education. Chapter 1, "Black Cultural Forms in Schools," reviews theories of resistance and cultural inversion in the Canadian context. Chapter 2, "Black Life and Schooling in Canada," describes the experience of blacks in Canada who fled slavery in the United States. Chapter 3, "The Jocks at Lumberville," describes the subcultural lives of the "Jocks." Chapter 4, "Authority, Whites, and Women," examines how the culture in which the students live affects the quality of the relationships they forge with administrators, teachers, and peers. Chapter 5, "Sports as Work," examines the more prosocial athletic life at Lumberville. Chapter 6, "The School: Contribution to Separatism," describes track allocation and student control mechanisms. Chapter 7, "When Structure and Culture Collide: The Outcome of Schooling," analyzes the long-term effects of Lumberville's sorting mechanism on the future of the Jocks. Chapter 8, "Strategies for Change," presents ways to reduce the negative spiraling effects of school structure and student culture. Included are 2 appendices on methodology and immigration criteria, notes on the chapters, an index, and

April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; *Compensatory Education; Discipline Policy; *Discipline Problems; Economically Disadvantaged; *Educational Attitudes; Educational Resources; Elementary Secondary Education; Federal Programs; National Surveys; Professional Autonomy; Public Schools; *Public School Teachers; School Surveys; *Teacher Attitudes; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Schools and Staffing Survey (NCES)

A study was done of teachers' perceptions of support, resources, empowerment, autonomy, and discipline problems in Chapter 1 and non-Chapter 1 schools. The study used data from the Schools and Staffing Survey. Overall, most teachers in elementary schools, middle schools, junior high schools, and senior high schools with Chapter 1 programs agree that the administrative support and school climate in their school are positive. However, approximately 50 percent of the teachers in all 3 levels of Chapter 1 schools report that student misbehavior is a problem, and less than 50 percent believe that they have a high degree of influence over determining discipline policy. The study found few differences among teachers in Chapter 1 schools and those in non-Chapter 1 schools. In elementary schools, teachers in Chapter 1 schools have lower perceptions of parental support and report serious or moderate discipline problems more often than do teachers in non-Chapter 1 schools. However, some perceptions were more positive among teachers in Chapter 1 schools at the elementary school level than they were among teachers in non-Chapter 1 schools. Middle school, junior high school, and senior high school teachers in non-chapter 1 schools have roughly the same perceptions as do their counterparts in Chapter 1 schools. Included are 39 bar graphs, 24 tables, and an appendix containing 24 tables of unweighted data and standard errors and confidence intervals for estimates. (JB)

ED 346 209 UD 028 696

Anderson, Judith I.
The Distribution of Chapter 1 Services: Which School Districts and Schools Serve Students in Chapter 1? Chapter 1 Data from the Schools and Staffing Survey.
PUB DATE- Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; Educational Resources; Elementary Secondary Education; *Federal Programs; Geographic Distribution; *National Surveys; Private Schools; *Public Schools; *School Districts; School Surveys
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Schools and Staffing Survey (NCES)

A study was done of which school districts and schools serve students in Chapter 1 programs. Using data from the 1987-88 Schools and Staffing Survey, the analysis found the following: (1) over 90 percent of all public school districts provide

Differences; Sex Differences; *Sociocultural Patterns; *Wages; Whites
IDENTIFIERS- *Census 1990

An analysis was done of recently released 1990 Census data on wage levels for full-time workers. The analysis found that the proportion of full-time, year-round workers who are paid low wages jumped between 1979 and 1990. In 1979, 12.1 percent of full-time, year-round workers were paid low wages, but 18 percent were paid low wages in 1990. Low wages were defined as too little to raise a family of four to the poverty line. The Census data examined earnings for 7 years between 1964 and 1990. The figures show that the increase in low-wage earning workers reflects a sharp reversal of previous economic trends. Although the proportion of female workers earning low wages is higher than the proportion of men, the proportion of workers with low earning climbed most sharply among men. The proportion of workers paid low wages rose sharply among Whites, Blacks, and Hispanic Americans alike. The shift toward low-paid employment hit young workers the hardest, with proportions essentially doubling from 1979 to 1990. In addition, the statistics indicate that the low-wage workforce defies stereotypes, with the vast majority of low earners not young minorities who dropped out of school. The analysis suggests that the increase in low earning reflects long-term problems with the economy. Statistical data are provided in two graphs and one table. (JB)

ED 346 228 UD 028 719

Race and Hispanic Origin. 1990 Census Profile, Number 2.
PUB DATE- Jun 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Census Figures; Demography; Eskimos; *Hispanic Americans; Longitudinal Studies; *Minority Groups; *National Surveys; Pacific Americans; Population Growth; *Population Trends; Profiles; *Racial Distribution; Whites
IDENTIFIERS- *Census 1990

An analysis was done of 1990 Census data on race and Hispanic origin. Comparison of the 1990 data with Census figures from 1960, 1970, and 1980 showed that the nation continued to increase in racial and Hispanic origin diversity during the 1980s. Boosted by a high level of immigration, the Asian American population more than doubled (up nearly 108 percent) from 1980 to 1990. The Hispanic origin population increased by 53 percent from 1980 to 1990, and was also influenced by high rates of immigration. The American Indian, Eskimo, and Aleut population increased rapidly, rising 38 percent in the same period. The Black population increased by 13 percent from 1980 to 1990, while the White population rose 6 percent. As a consequence, the Hispanic origin population and each race group except Whites increased as a proportion of the total population. Regional patterns of growth vary with racial and Hispanic origin diversity greatest in the West. Analysis of the Black population in the states found that New York, California, and Texas all had Black populations exceeding 2 million in 1990. Overall, the highest percentages of Black populations are in the southern states. Included are 15 bar graphs and 1 table of state and regional/divisional data. (JB) education staff; and (3) centralizing sites for the bilingual and migrant services. Appendix A presents identification and eligibility procedures for state bilingual and migrant students. Appendix B includes a memo to bilingual and migrant staff about how to complete the evaluation questionnaire and a copy of the questionnaire. Appendix C provides questionnaire results. (KS)

ED 345 911 RC 018 688

Wagner, Richard J.; Roland, Christopher C.
Facilitators: One Key Factor in Implementing Successful Experience-Based Training and Development Programs.
PUB DATE- Jan 92
NOTE- 20p.; Revised version of a paper presented at the Coalition for Education in the Outdoors Research Symposium (Bradford Woods, IN, January 17-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; Experiential Learning; *Group Dynamics; *Interpersonal Competence; *Outdoor Education; *Teaching Skills; Team Training; Trainers
IDENTIFIERS- *Facilitators; *Training Effectiveness

An increasing number of corporations are using some form of experience-based outdoor training and development. Most of these programs follow a general process that includes: (1) introduction of the activity by the facilitator; (2) the experiential activity (during which the facilitator is observer or safety monitor); and (3) debriefing or feedback. Research data suggest that individual and group behaviors change positively after participation in such programs. It has been assumed that this positive change is related to the skill level of the facilitator, both in "hard" skill areas, such as equipment set-up and activity rules, and in "soft" skill areas, such as group dynamics and debriefing. A 2-year study examined the effects of "hard" and "soft" skills of facilitators. In the first year, data were collected on the outcomes of 369 Department of Defense employees who completed a 1-day experiential program emphasizing team building. Groups trained by five different facilitators differed significantly in attitude toward training and in 5 of 12 behavioral variables (self-esteem, locus of control, problem solving, group awareness, and group homogeneity). In the second year, the same five facilitators participated in an intensive 3-day training that focused on human behavior and group interaction skills. Compared to employees trained by these facilitators before their "soft" skills training, employees trained afterward scored significantly higher in group effectiveness. This paper contains 30 references. (SV)

ED 345 912 RC 018 689

Directory of Migrant Education Programs in Florida, 1992.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Ability; Elementary Secondary Education; Information Needs; *Information Sources; Interstate Programs;

NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Conservation Education; *Educational Philosophy; Educational Trends; Elementary Secondary Education; Environmental Education; Liberal Arts; Role of Education; *Rural Education; *Rural Sociology; Rural to Urban Migration; *Rural Urban Differences; Rural Youth
IDENTIFIERS- *Berry (Wendell); ERIC Digests; *Nature Study

This ERIC Digest reviews past and present rural educational philosophy, focusing on the views of Wendell Berry, a Kentucky farmer and novelist who in recent years has emerged as a leading American philosopher. The major difference underlying rural and urban living is the relationship of people with nature. Rural living is much more closely related to nature. Farming, fishing, and logging--typical rural enterprises--must be carried out in ways that conserve the natural world. This principle seems less relevant in an urban setting, where production can often be pressed to whatever level the markeet will bear. Historians believe that schools have incorporated urban tendencies and have required students to become little more than good producers and consumers. The Commission on Country Life, created by President Roosevelt in 1908, was an attempt to counter rural to urban migration. One solution was to stress the study of nature in rural schools in hopes that the appeal of urban life would weaken. By 1920, this movement lost its momentum perhaps due to its proposal that small, rural schools consolidate into larger schools, which was resisted by rural communities. Wendell Berry contends that at present rural schools actively contribute to the decline of rural areas, in both environmental and human terms. Berry calls for a liberal arts curriculum that incorporates rural knowledge and concerns. This will empower rural youth to undertake wise action to cultivate practices and knowledge that will influence their lives for the better. If rural communities are going to survive, rural education must re-establish its equilibrium with nature. (LP)

ED 345 931 RC 018 743

Haas, Toni
What Can I Become: Educational Aspirations of Students in Rural America. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Aspiration; *Academic Failure; Community Involvement; Dropouts; Educational Attainment; *Educational Status Comparison; Elementary Secondary Education; *Parent Influence; Rural Areas; Rural Education; Rural Urban Differences; *Rural Youth; Socioeconomic Background; Student Motivation
IDENTIFIERS- ERIC Digests

This ERIC Digest reports on the educational aspirations of rural youth compared with students living in urban and suburban areas. Research indicates that in comparison to urban youth, rural young people felt their parents were much more supportive results for Grade 8 released items. (MDH)

ED 345 949 SE 053 003

Our Solar System at a Glance. Information Summaries.
PUB DATE- Jun 91
NOTE- 37p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Instructional Materials; *Satellites (Aerospace); *Scientific and Technical Information; *Space Exploration; *Space Sciences
IDENTIFIERS- Comets; Moon; National Aeronautics and Space Administration; *Planets; Solar System; *Spacecraft; Sun

The United States has explored the solar system with automated spacecraft and human-crewed expeditions that have produced a quantum leap in our knowledge and understanding of the solar system. Through the electronic sight and other "senses" of our automated spacecraft, color and complexion have been given to worlds that for centuries appeared to eyes on Earth as fuzzy disks or indistinct points of light and dozens of previously unknown objects have been discovered. Following a categorical listing of 41 NASA unmanned spacecraft launched between 1959 to 1990, this NASA publication contains numerous photographs and presents factual summaries of the following: (1) the evolution of automated spacecraft; (2) current knowledge about the Sun including information on spacecraft that visited the Sun and future solar missions; (3) conditions on Mercury, especially information that was learned from the Mariner 10 spacecraft; (4) information on Venus as gleaned from Mariner 2, Mariner 5, the Pioneer Venus Orbiter, the Pioneer Venus Multiprobe, and Magellan spacecraft; (5) information about the Earth as learned from trips into space; (6) information about the moon, the Apollo program, and theories on the origin of the moon; (7) detailed information on Mars including information from spacecraft on its topography, prospects for harboring extraterrestrial life, and its two moons Phobos and Deimos; (8) research on asteroids and the results of meteoroid collisions with the earth; (9) data gathered on Jupiter and its moons Io, Europa, Ganymede and Callisto; (10) data on Saturn and its rings; (11) information on Uranus, its numerous icy moons including Miranda, Ariel, Umbriel, and Titania; (12) information on Neptune and its moons including Proteus and Nereid; (13) data concerning Pluto our most distant planet and its one moon Charon; and (14) information on the composition and orbits of comets including Halley's comet. A pictorial summary chart gives further information on the planets including mean distance from the sun, relative size, periods of revolution and rotation, inclination, eccentricity, and composition of their atmospheres. (PR)

ED 345 950 SE 053 037

Space Station Freedom: The Dream Becomes Reality. A Learning Tool.
PUB DATE- Mar 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

*Religious Education; *School Community Relationship; *Social Change

Part of a six volume series of theme papers commissioned for the National Congress on Catholic schools for the 21st century, November 6-10, 1991, this volume presents three theme papers. "Catholic Schools: Statistical Profiles and Trends" (F. Brigham, Jr.) summarizes the demographic, statistical and financial profile of Catholic school and society. In "Catholic Schools in a Changing Society: Past Accomplishments and Future Challenges" (J. Convey) summarizes major findings about the effectiveness of Catholic schools in the past. Ten challenges that may confront these scools in the future are outlined along with ways in which the schools might respond to these challenges. The final paper, "Education: The Unfinished Agenda" (J. Cummins) argues that the present crisis in education compels educators to debate the following three conditions, from which a plan of action should emerge: first, there have been deep and widespread changes in society, especially in neighborhoods, that call for a diversity of educational approaches; second, U.S. society is pluralistic and its institutions should correspond to that reality; and third, the hour is getting late. The document concludes with a study and discussion guide and biographical information about the authors. (KM)

ED 345 973 SO 021 650

Hocevar, Rosemary; Sheehan, Lourdes
Catholic School Governance and Finance. Volume V. Catholic Schools for the 21st Century.
PUB DATE- 91
NOTE- 38p.; For related documents, see SO 021 646-651. Paper presented at the meeting of the National Congress on Catholic Schools for the 21st Century (November 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Educational Development; Educational Finance; Educational History; *Educational Needs; Educational Philosophy; Educational Planning; Educational Trends; Elementary Secondary Education; Futures (of Society); *Governance; *Politics of Education; *Religious Education; *School Community Relationship

Part five of a six volume series of theme papers commissioned for a congress on Catholic schools, this volume includes two papers. In "Catholic School Governance", Rosemary Hocevar reflects on Catholic school governance in order to expand the dialogue on the future of Catholic schools. Hocevar also examines how the Catholic schools have been governed; the relationships that have been established between the schools and the governing authority; and how the schools have been resourced and financed. Future challenges also are addressed by examining: (1) a future creative governance model that can support the mission of the Catholic schools; (2) future relationships that can be developed for the Catholic school community and the governing authority; and (3) future possibilities for the resourcing and financing Catholic schools. The second paper, "Governance" by Lourdes Sheehan examines the historic development of goverance in Catholic schools in order to understand and appreciate the current situation. The financial challenges facing Catholic schools in the future also are examined. (KM)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Curriculum Development; *Democratic Values; Educational Objectives; Elementary Secondary Education; Futures (of Society); Public Education; United States History; Values Education; World History
IDENTIFIERS- America 2000; *CIVITAS

This paper discusses the current status of civic education in the United States and the place of civic education in the current movement to establish national goals and standards for education. Most current reform efforts (e.g., America 2000) approach civic education by means of increasing the role of history and geography in the curriculum. Civics and government need to be established as core subjects in the curriculum. Advocates of national standards and national tests for achievement mention English, mathematics, science, history, and geography. They do not mention civics, government, or social studies as subjects for which there should be national standards or national tests. The new 700 page curriculum framework, CIVITAS (created by the Center for Civic Education), is described as one of the most important recent developments in civic education. CIVITAS (a Latin word meaning body, the body of citizens of a politically organized community and the concept of citizenship with its values of shared responsibility, common purpose, and sense of community) seeks to define the meaning of U.S. citizenship and outlines the civic virtues (civic dispositions and civic commitments), civic participation, and the civic knowledge and skills that U.S. citizens need to possess in order to live up to the ideals of democratic constitutional government. The CIVITAS curriculum is described and the role that it might play in current national reform efforts also is discussed. The CIVITAS table of contents is appended. (DB)

ED 345 994   SO 022 138

Varat, Jonathan D.
Reflections on the Establishment of Constitutional Government in Eastern Europe.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Constitutional History; *Constitutional Law; Democracy; Democratic Values; Foreign Countries; *Governmental Structure; Government Role; Political Power; Political Science; *Politics; Social Change
IDENTIFIERS- *Europe (East)

Establishing constitutional government involves not simply the creation of a written document that purports to create the political structure of a nation and guarantee rights to its people, but "constitutionalism" in the sense of meaningful and effective adherence to constitutional norms of democratic organization and the protection of individual liberty, even when the cost of that adherence is sacrifice of what seems temporarily expedient. An examination of the nature of constitutional democracy focuses on antimajoritarian limits to the power exercised by democratic political processes. The conditions in Central and Eastern Europe in which constitutional creation would take place are surveyed. The hardly ideal conditions include the need for fundamental publisher. The materials are organized into the following sections: audio-visuals, counseling and career choices, current issues, curriculum-elementary, curriculum-secondary, physical education and athletics, teacher resources, the law, training resources, vocational education, and women's studies. (DB)

ED 346 014   SO 022 192

Ohrn, Deborah Gore, Ed.
Indians of Iowa.
PUB DATE- Feb 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Culture; *American Indian History; *American Indians; Elementary Education; Learning Activities; *Social Studies; *State History
IDENTIFIERS- *Iowa

This issue of "The Goldfinch" examines the history of American Indians in Iowa. This volume's featured articles include: "Encounter"; "Iowa Earthworks"; "The Long Way Home"; "How One Learns, a Mesquakie Woman's Life Story"; "Indians of Iowa"; "Little Brother Snares the Sun"; "Being Indian in an Urban World"; and "Indian Wars Myth." (DB)

ED 346 015   SO 022 193

An African-American Bibliography: History. Selected Sources from the Collections of the New York State Library.
PUB DATE- Jun 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Black Achievement; *Black History; *Black Influences; Blacks; Educational Resources; *Library Materials; *United States History
IDENTIFIERS- *African Americans; *New York State Library

This bibliography lists selected resources of the New York State Library that document and comment on the experience of African Americans in the history of the United States. In addition to primary sources and significant historical works, the bibliography contains references to bibliographies and research aids. Although the bibliography covers the African-American experience from the colonial period to the present, it emphasizes the post World War II period and the civil rights movement. (DB)

ED 346 016   SO 022 196

Bahmueller, Charles F.
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 4p.; For the book of which this is a digest, see ED 340 654.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

ED 346 036 SP 033 755

Chapman, Nancy L.
An Individualized Observation Assignment in Professional Preparation.
PUB DATE- Apr 92
NOTE- 8p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Indianapolis, IN, April 11, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Observation; *Physical Education; Preservice Teacher Education; *Self Evaluation (Individuals); *Skill Analysis; Teaching Methods; Undergraduate Students; *Videotape Recordings; *Volleyball

This paper describes an assignment designed to improve undergraduate physical education students' observational skills through skill analysis in volleyball. Early in the term, students are videotaped while performing two major volleyball skills. After several weeks of instruction on various volleyball skills, students complete the assignment which involves developing and recording a set of criteria to evaluate their own earlier performance and the performance of other novices. Implementation of the assignment over the duration of the course is described, and 10 helpful organizational hints for successful implementation are given. (IAH)

ED 346 037 SP 033 756

Weiller, Karen H.; Higgs, Catriona T.
Images of Illusion, Images of Reality. Gender Differentials in Televised Sport--the 1980's and Beyond.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Indianapolis, IN, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Females; Males; Mass Media Effects; *Sex Differences; *Sexism in Language; Sex Role; *Sex Stereotypes; *Television; Television Research; Trend Analysis; *Womens Athletics

Findings from analysis of television coverage of women in sport during the 1970's and early 1980's suggested that coverage was considerably less than for men's televised sport, and that coverage of women athletes was characterized by stereotypical images and limited information. Trends reported by researchers who examined the status of women athletes in the mid and late 1980's included limited coverage of women's sports and differences in role portrayal of male and female athletes. To discern prior, current, and future trends regarding televised media coverage of women in sport, a preliminary study was undertaken. Brief questionnaires were submitted to local and national televised media personnel. Coverage of women's sports in the late 1980's and early 1990's continue to be in a secondary position to men's, with less total air time, fewer cameras at each event, second string broadcasters, edited events, and often condescending, trivializing comments. Individual types of sports continue to be featured and

24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Delivery Systems; *Economic Impact; *Educational Finance; *Educational Research; Faculty College Relationship; Higher Education; *Research Universities; *Resource Allocation; *Schools of Education; Teacher Education Programs
IDENTIFIERS- Reform Efforts

This study describes the economics of teacher education in a public research university. It assumes that faculty members in such schools, colleges, and departments of education (SCDEs) attempt to maximize an objective function that depends positively on research productivity and student quality and negatively on class size. A case study approach is used to test the degree to which a school of education carries out profitable activities that society is willing to pay for (e.g., teacher education) in order to obtain resources for costly faculty-preferred activities that society will not fully finance directly (e.g., small graduate seminars). The primary finding of this study is that the teacher education programs subsidize other programs by approximately 10 percent. The latter part of the paper addresses the question of how teacher education reformers can reallocate resources in support of the new set of goals implicit in their reform agenda. A list of references and four tables complete the document. (Author)

ED 346 057 SP 033 814

Blanton, Linda P.; And Others
An Exploratory Study of How Regular and Special Education Teachers Think and Make Instructional Decisions about Special Needs Students.
PUB DATE- Apr 92
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Tables 1 and 2 contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Cognitive Structures; Communication Problems; Comparative Analysis; Decision Making; Elementary Education; *Elementary School Teachers; *Learning Problems; *Problem Solving; Research Needs; *Special Education Teachers; *Special Needs Students

This study explored how regular teachers (N=20) and special education teachers (N=20) think and make instructional decisions about special needs students. Teachers viewed a videotape of a reading comprehension lesson for a small group of third grade students. One student was a target for observation and classified as learning disabled. Quantitative and qualitative procedures were used to analyze teacher response to two measures, one a structured measure where teachers rated the importance of instructional variables for the student and one an unstructured measure requesting teachers to make instructional recommendations for the student. Findings suggest that regular and special teacher groups may have developed different professional knowledge structures from which to interpret classroom events, identify and solve instructional problems, and collaborate with each other. Six tables and a list of 44 references complete the document.

NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Delivery Systems; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; Master Teachers; Program Descriptions; Program Effectiveness; *Public Schools; School Districts; Teacher Attitudes; *Teacher Centers; Teacher Educators
IDENTIFIERS- *Certified Trainer Systems; Fitchburg State College MA

This paper provides an overview and description of the Certificate of Advanced Graduate Study (CAGS) program in professional development in public schools offered at Fitchburg State College (Massachusetts). The CAGS provides opportunities for people in the same school system to develop knowledge, skills, and teaching methodologies to work with adult learners; goals are tailored to each specific community; and staff development experts are created in the school system. The certificate enables veteran master teachers, specialists, and administrative staff to develop competence in the areas of organizational development, planned change, the design, delivery, management and evaluation of staff development programs, and action research to address the needs and goals of a school system. Thus the system is empowered to restructure through the collaborative efforts of all. Also described is the subsequent establishment of the Professional Development Center, which offers support to the goals of area school systems. Workshops, professional seminars, long-term networks, and consultation services enhance the quality of educational services and create a mutually rewarding relationship between the college, the community, and the individuals served. (Author/LL)

ED 346 077 SP 033 841

Prevention of Drug Use. Prekindergarten-Grade 3. Education for Self-Responsibility II.
PUB DATE- 91
NOTE- 336p.; For related documents, see SP 033 842-844.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Class Activities; Discussion Groups; *Drug Education; Drug Legislation; Drug Use; Early Childhood Education; *Early Intervention; Educational Resources; Health Education; *Health Promotion; High Risk Students; Integrated Activities; Learning Activities; *Lesson Plans; Special Needs Students; State Curriculum Guides; *Student Responsibility
IDENTIFIERS- *Texas Education Agency

This Education for Self Responsibility (ESR) curriculum guide is designed to emphasize drug use prevention for prekindergarten-grade 3 students. The program emphasizes good health care practices, safety, personal responsibility, awareness of others, maintaining health, developing positive self-worth, and recognition of roles as family members. The guide is organized into six sections: (1) The Comprehensive Drug Use Prevention Program; (2) Implementing the ESR II Curriculum Guide; (3) Modifying ESR II for Special Populations; (4) Risk Factors for

PUB DATE- Apr 92
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Context Effect; Cultural Context; *Ethnicity; Females; *Hidden Curriculum; High Schools; High School Students; *Hispanic Americans; Identification (Psychology); Incidental Learning; *Multicultural Education; Multicultural Textbooks; Observational Learning; *Relevance (Education); Secondary School Curriculum; Secondary School Teachers; *Student School Relationship

The question of what constitutes a multicultural curriculum was addressed by examining the experiences of three Latina students, each attending a different urban high school, who were followed through freshman and sophomore years. Two questions guided the inquiry: (1) where is curriculum relevant to ethnicity? and (2) how do students evaluate and respond to ethically relevant curriculum when it is encountered. The emphasis was on students' perceptions and evaluation of three potential sources of ethnically relevant curricula--the explicit (encountered in texts and assignments) and the hidden. The hidden curriculum includes the "relational" (lessons learned about intercultural communication from relationships with peers and teachers) and the "differentiating" (lessons about finding a place in the social structure learned through observations of teacher expectations and students' educational choices). Data were gathered based on interviews; school and classroom observations; student records; students' conceptions of their ethnicity; and family and peer relationships. Findings suggest that only in environments where youth can openly display their ethnicity does curriculum foster an appreciation of diversity; only in environments where disenfranchised youth are enabled to empower themselves do youth have the opportunity to acquire the skills necessary to take effective action against oppression and inequality. (LL)

ED 346 097 SP 033 869

Raudenbush, Stephen W.; And Others
Teaching for Higher-Order Thinking in Secondary Schools: Effects of Curriculum, Teacher Preparation, and School Organization.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Objectives; English; Policy Formation; Research Needs; *School Organization; Secondary Education; *Secondary School Curriculum; Secondary School Mathematics; Secondary School Science; Secondary School Students; Secondary School Teachers; Social Studies; Teacher Education; *Teaching Experience; *Teaching Skills; *Thinking Skills; Track System (Education)
IDENTIFIERS- *Higher Order Learning; *Knowledge Base for Teaching

This study was conducted to explore variations in emphasis on teaching for higher-order thinking in secondary schools. Three explanations are considered: (1) conceptions of teaching and learning encourage teachers to pursue higher-order objectives learners may more easily see improvements in their understanding and performance when only portions of the task are presented. One figure is included. There is a 22-item list of references. (SLD)

ED 346 115   TM 018 355

Huberty, Carl J.
Statistical Testing in the Behavioral Sciences: Textbook Developments.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Sciences; Content Analysis; *Educational Testing; Educational Trends; Evaluation Methods; Higher Education; Literature Reviews; Measurement Techniques; *Psychological Testing; Scaling; Social Science Research; *Statistical Analysis; *Test Use; *Textbook Content; Textbook Evaluation; Textbook Research
IDENTIFIERS- P Values

Textbooks that have been and are being used by students in education and psychology to learn about statistical testing are reviewed. Twenty-eight textbooks published prior to 1950 were reviewed. These textbooks were found to focus on descriptive methods, to concentrate on educational testing, and to present limited formal statistical formulation. Five sets of textbook editions were also examined. Each set covered 20 to 40 years, with an average of about 30 years; and the study included editions appearing once every 7 years on the average. The sets are similar in that all used the p-value approach to statistical testing. Two sets retained the "old" structure that included a sizable discussion of validity, reliability, and scaling of performance tests, while the remaining three sets focused entirely on statistical methods. Seventeen recently published statistical methods textbooks were identified as possibly appropriate for behavioral and social science students. These textbooks are analyzed for the following: (1) logic used to introduce testing; (2) testing strategies; (3) test method used; and (4) inclusion of p-value. It is not statistical testing itself, but rather the presentation of statistical testing in textbooks and as taught that should be scrutinized. Four tables present lists of textbooks. There is a 34-item list of references. (SLD)

ED 346 116   TM 018 357

New York State Teacher Certification Examinations: Symposium Presented at the Annual Conference of the National Council on Measurement in Education (San Francisco, California, April 21-23, 1992).
PUB DATE- Apr 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conference Papers; Educational Assessment; Educational Policy; Elementary School Teachers; Elementary Secondary Education; Higher Education; Knowledge Level;

lessons to be drawn from these assessments are described. Recognizing the power of testing to influence instruction and curriculum, these states are using assessment as a vehicle for change while refining techniques for large-scale use. Fifteen pages of attachments provide sample questions and some of the forms used to administer the assessments. (SLD)

ED 346 133   TM 018 430

Baker, Eva L.
The Role of Domain Specifications in Improving the Technical Quality of Performance Assessments. Project 2.2: Alternative Approaches to Measuring Liberal Arts Subjects: History, Geography, and Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 145p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Essay Tests; Grade 11; High Schools; *High School Students; Objective Tests; Rating Scales; *Scoring; Sex Differences; *Test Construction; Test Use; Test Validity; *United States History
IDENTIFIERS- *Performance Based Evaluation

Work on the development of history performance assessments is described. So far, six complete sets of assessments in United States history have been developed as part of this project. Students are first assessed on their historical knowledge of the period through a short-answer test. They are then asked to write an essay explaining the positions of authors of the primary source texts provided. A series of studies conducted to determine how scoring rubrics should be developed found the best strategy to involve looking at differences between expert and novice performance. The use of task specifications controlled some of the variation commonly associated with performance tasks. Results from the research to date include: (1) development of a valid scoring scheme; (2) development of rater training procedures; (3) a task structure that reduces score variability; (4) distinguishing between assessment purposes and the utility of overall score and subscores; (5) detecting gender differences in scores; (6) supporting the validity of the measures through grade point averages and a scale ensuring effort through studies with 68 11th graders; and (7) addressing validity criteria with the same data. There are 27 tables and 4 graphs of study data, and a 40-item list of references. Five appendices provide samples of the content assessments and information about validity and reliability results. (SLD)

ED 346 134   TM 018 431

Thorndike, Robert M.; Andrieu-Parker, Jacqueline M.
Growth in Knowledge: A Two-Year Longitudinal Study of Changes in Scores on the College Basic Academic Subjects Examination.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Achievement Tests; *Cognitive Processes; *College Outcomes

ED 346 152 TM 018 493

Blank, Rolf K.; Roeber, Edward
Analyzing State Differences in Mathematics Performance on NAEP: Can We Identify Links to Policies and Programs?
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Assessment; *Educational Policy; Grade 8; Junior High Schools; *Junior High School Students; *Mathematics Achievement; Mathematics Tests; National Competency Tests; National Surveys; Program Evaluation; *State Programs; *Testing Programs; Test Use
IDENTIFIERS- *National Assessment of Educational Progress; *Trial State Assessment (NAEP)

Since the authorization of the use of the National Assessment of Educational Progress (NAEP) through the Trial State Assessment to provide state-based data, debate over the proposed expansion of the NAEP has strengthened. To assist states in analyzing and interpreting 1990 data on eighth-grade mathematics and to assist in planning subsequent NAEP reports, two analytic strategies were used for this report. To highlight relationships between mathematics achievement and variables explaining variation in achievement on the 1990 NAEP, a series of cross-tabulations was prepared for seven states with higher and seven states with lower mathematics proficiency. Secondly, a set of variables was selected for analysis that would indicate differences across dimensions of state policies, curriculum and instruction, and context for education. Analyses indicate that there is a difference between high and low proficiency states on instructional emphasis, with more stress on Algebra in high proficiency states. While no significant differences were found between high and low achieving states in small-group instruction, there were differences in calculator use in instruction. High proficiency states have more experienced mathematics teachers with more mathematics teacher preparation and better educational resources than did low proficiency states. Parental education level was higher for high achievement states, but high and low achieving states did not differ in terms of family stability and mobility. Fifteen tables and one figure present analysis results. There is a six-item list of references. (SLD)

ED 346 153 TM 018 494

Saiz, Maria-Dolores; Breuleux, Alain
Planning as a Function of Expertise and Task Difficulty in a Technical Domain.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Cognitive Processes; Comparative Analysis; Difficulty Level; Evaluation Methods; Foreign Countries; Machinery Industry; *Machinists; *Planning; *Problem Solving; Protocol Analysis; Technological Literacy; Vocational Education; *Vocational Education Teachers

notes the difficulty of analyzing information in this area and recommends changes that would make comparison possible. The final section presents the report's four conclusions and three policy recommendations. Included are 13 figures and 34 references. (JB)

ED 346 171 UD 028 526

Wood, David; And Others
Over the Brink: Homeless Families in Los Angeles. California Children, California Families.
PUB DATE- Aug 89
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economically Disadvantaged; Economic Factors; Etiology; Family Characteristics; Family Financial Resources; *Family Problems; *Homeless People; *Housing; Low Income Groups; Policy Formation; *Poverty; Public Policy; Urban Problems; *Welfare Recipients
IDENTIFIERS- *California (Los Angeles)

This report examines homeless families, isolates similarities and differences between homeless and poor but stably-housed families, identifies paths along which families slide into homelessness, and recommends policy changes. The report uses a body of data collected in 1987-1988 on two groups of poor families in Los Angeles (California) half of whom were stably-housed welfare (Aid to Families with Dependent Children) recipients and the other half of whom were currently homeless. The sample consisted of approximately 400 families each with at least a mother and 1 child. Following an introduction in Section I, Section II compares and contrasts the homeless and stably-housed poor families. In Section III, the study uses multivariate statistical techniques to address the question of why some poor people become homeless while others remain stably housed. An effort was made to reconstruct the "paths" by which families became homeless. Section IV discusses the policy implications of the findings and suggests several legislative measures to address the plight of homeless families in California. Appendices contain a description of the study design; a summary of the univariate analysis, multivariate analysis, and logistic regression conducted; results of the logistic regression; summary statistics; and an outline of the 1989 homeless-related legislation. Included are 16 tables, 12 figures, and a 72-item bibliography. (JB)

ED 346 172 UD 028 527

The Black Family: Are Our Youth At Risk? Transcript of a Legislative Hearing (Sacramento, California, October 6, 1989).
PUB DATE- 6 Oct 89
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *At Risk Persons; Black Family; *Black Youth; *Disadvantaged Youth; Elementary Secondary Education; Health Education; *Health Promotion; Hearings; *Juvenile Justice; Parent Participation; Racial Discrimination; Youth Agencies; Youth Problems; Youth Programs
IDENTIFIERS- *African Americans; *California

a 152-item bibliography. (JB)

ED 346 190 UD 028 674

Lynch, Eleanor W., Ed.; Hanson, Marci J., Ed.
Developing Cross-Cultural Competence: A Guide for Working with Young Children and Their Families.
PUB DATE- 92
NOTE- 427p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indians; Asian Americans; At Risk Persons; *Cross Cultural Training; *Cultural Background; Early Intervention; *Ethnic Groups; *Family Programs; Filipino Americans; Guides; Hispanic Americans; *Human Services; Intercultural Communication; Pacific Americans; Social Workers; *Young Children
IDENTIFIERS- African Americans; Europeans; Middle East

This book is a guide for early intervention practitioners who are working with families from diverse cultural backgrounds, which aims to help users to develop cross-cultural skills. The volume is organized into three parts. Part I provides an introduction to issues surrounding working with families from diverse backgrounds. Part II, the core of the book, introduces several of the major cultural and ethnic groups that make up the population of the United States, with each group described in terms of its history, values, and beliefs with particular emphasis on issues related to the family, child rearing, and disability. The groups covered include the following types of families: (1) Anglo European; (2) Native American; (3) African American; (4) Latino; (5) Asian American; (6) Pilipino; (7) Native Hawaiian and Pacific Islander; and (8) Middle Easterner. Part III synthesizes the information presented in earlier sections and provides recommendations for interventionists working in service delivery systems with the intention of enhancing the sensitivity and awareness of service providers to issues of variability across families in childbearing, health care, and communications. Chapters include extensive references and, frequently, appendices. (JB)

ED 346 191 UD 028 675

VanOostendorp, Kenneth D.
Effect of Student Gender Bias toward the Instructor on Classroom Management at the Secondary Level.
PUB DATE- Dec 91
NOTE- 47p.; Master's Thesis, Siena Heights College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Discipline; Females; High Schools; *High School Students; Males; Obedience; Rating Scales; Secondary School Teachers; *Sex Bias; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Characteristics

A study was done of high school students' perceptions of gender bias on classroom management. Using an 8-item survey instrument developed from ideas presented by several classroom management experts and teachers, 198 female and 156 male high school

Chapter 1 services, including 85 percent of the school districts in which no more than 1 in 10 students is eligible for free or reduced price lunch; (2) virtually all of the very needy districts receive Chapter 1 funds; (3) the least poor districts account for 19 percent of all of the public school districts that receive Chapter 1 funds; (4) nationwide, 60 percent of public schools and 20 percent of non-public schools enroll students who were served in Chapter 1 programs; (5) of the non-public schools, Roman Catholic schools were the most likely to enroll students served by Chapter 1; (6) among the public schools, elementary schools were most likely to provide Chapter 1 services; and (7) a large proportion of non-needy schools provide Chapter 1 (45 percent of the least needy elementary schools are Chapter 1 schools). Included are 13 tables; 7 bar graphs; an appendix containing additional data, unweighted numbers, and standard errors in 18 tables; and 4 references. (JB)

ED 346 210 UD 028 697

Gougeon, Thomas D.; Hutton, Susan I.
Intercultural Communication Barriers and Bridges: Talking with High School Teachers about Multi-Culturalism.
PUB DATE- Apr 92
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; *Cultural Pluralism; Disadvantaged Youth; Economically Disadvantaged; English (Second Language); Foreign Countries; High Schools; Immigrants; Individual Needs; *Intercultural Communication; Parent Participation; Secondary Education; *Secondary School Teachers; Second Language Learning; Student Needs; *Teacher Attitudes; Urban Schools
IDENTIFIERS- Alberta; *Language Minorities

As part of a larger study of school system communication with second language parents in three Alberta (Canada) urban senior high schools, this study focused on analysis of interview data from teachers responding to questions on intercultural communication barriers and bridges with students and immigrant parents. Data were collected through 30 minute interviews with 27 high school teachers. Notes from the interviews were coded, loaded into a computer by category, analyzed, and sorted into further categories using an iterative comparison process. Findings were summarized as follows: (1) second language students feel displaced, are academic achievers, feel alienated from Canadian born peers and their own families, and are in denial of the culture of Canada and other cultures; (2) parents of second language students are distrustful of the Canadian educational system, are resistant of new values their children want to adopt, maintain patriarchal relationships with those around them, and feel powerless and dependent upon their children to help them cope with the English language environment; and (3) school systems are ethnocentric and are committed to providing equal service to second language students compared to English-speaking students. In addition, the needs of parents, students and school systems are listed as perceived by teachers. Included are 30 references. (JB)

ED 346 211 UD 028 699

ED 346 229 UD 028 720

Wang, Yuh-Yin; And Others
Asian-Americans and Student Organizations: Attitudes and Participation.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; *Group Membership; Higher Education; Mail Surveys; Minority Groups; *Racial Attitudes; Racial Identification; Racial Relations; Social Life; *Student Attitudes; *Student Organizations; Student Participation; *Undergraduate Students; Vietnamese People

A study was done to assess the attitudes toward involvement of Asian American students in student organizations, particularly preprofessional groups because of their academic focus and to determine if any differences existed among Asian American groups in attitudes toward and involvement in student groups. The data were collected using a survey of a random sample of 152 undergraduate Asian American students from a large eastern university using a 30-item Likert-type mailed questionnaire. Results indicate that students tended to mix socially with White students and seldom felt isolated or out of things. Although they liked the idea of joining groups, many students did not perceive themselves as having time for groups. Although they agreed with participating in minority student groups, students disagreed with the idea of a preprofessional society made up of Asian Americans alone and more strongly disagreed with one made up exclusively of their ethnic subgroup. Students reported seldom using the minority student office or career development office. Men were more likely than women to agree that the university was supportive of minority students. United States born Asian American students were more likely to have close friends of other races and felt themselves more a part of campus life than did foreign-born Asian American students. In addition, those calling themselves Vietnamese Americans felt most isolated. Included are 4 tables and 17 references. (JB)

ED 346 230 UD 028 721

Stallings, Jane
Lessons Learned from a Four Year Case Study of Preparing Teachers for Inner-City Schools.
PUB DATE- 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College School Cooperation; Disadvantaged Youth; Elementary Secondary Education; Higher Education; High Risk Students; Inner City; Program Evaluation; *Public School Teachers; School Districts; *Student Teachers; *Teacher Education; Teacher Education Programs; Urban Schools; *Urban Teaching; Urban Youth
IDENTIFIERS- *Houston Independent School District TX;

*Migrant Children; *Migrant Education; *Migrant Programs; *School Districts; Special Needs Students
IDENTIFIERS- Counties; *Florida

The purpose of this directory is to assist migrant education programs in communicating with the appropriate migrant personnel from the regions and districts where Florida interstate students originate. The state of Florida will assist receiving state programs by sharing pertinent academic information for any student who is enrolled in another state. The first half of the directory covers: (1) Florida's regions and key personnel; (2) each region's school districts (counties); and (3) each region's migrant administrator, a contact person for sending and receiving information and a spring/summer/fall contact person if different than the regular school year. The second half of the directory lists Florida school districts by area and provides a map of Florida illustrating the areas. This section also lists all cities in Florida and corresponding school districts (counties). Also provided is a toll-free number for the Migrant Service Center (Florida) that assists educators who have been unable to locate information about migrant students through directory contacts. (LP)

ED 345 913 RC 018 690

Training and Coordination Topics.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Needs; Elementary Secondary Education; *Inservice Teacher Education; *Migrant Children; *Migrant Education; *Migrant Programs; Preschool Education; *Program Descriptions; Special Needs Students
IDENTIFIERS- *Eastern Stream Center on Resources Training NY

This booklet describes training offered by the Eastern Stream Center on Resources and Training (ESCORT) to educators working with migrant children. ESCORT publishes migrant education materials to assist educators and migrant families in meeting the educational needs of migrant students in the eastern stream states. The booklet includes the following topics: (1) student dropout prevention; (2) early childhood education; (3) English as a second language and bilingual education; (4) health related issues; (5) identification and recruitment of migrant students; (6) intrastate and interstate coordination; (7) mathematics; (8) multicultural issues; (9) parent involvement; and (10) whole-language literacy and process writing. The rationale and objectives of the training are discussed for each topic. Sample workshop titles are also listed for each topic. (LP)

ED 345 914 RC 018 691

Morton, Claudette, Ed.
Visions: Drug Education for Healthy 21st Century Living. An Infused K-12 Curriculum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 585p.
LANGUAGE- English

of their taking full-time jobs, attending trade schools, or entering the military rather than attending college. These lower educational aspirations accompanied lower values for making a lot of money, and higher values for simply making good incomes, having secure jobs, and maintaining friendships. The circumstances that contribute to lower educational aspirations among rural youth include: (1) the strong relationship between socioeconomic status and educational outcomes, i.e., students who come from low-income circumstances have lower educational aspirations than do their more economically advantaged peers; (2) a poverty rate that is higher in rural America than elsewhere; (3) the low educational level of rural parents which tends to influence the educational aspirations of their children; and (4) the lack of managerial and technical jobs requiring college degrees since such jobs have shifted increasingly to urban areas. Rural students cited economic and personal reasons more frequently than their urban and suburban counterparts for dropping out of high school. This report offers recommendations for schools, communities, parents, and policy makers for working together to raise the aspirations of rural youth. (LP)

ED 345 932   SE 052 272

Barrett, Everard
Teaching Mathematics through Context: Unleashing the Power of the Contextual Learner.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Cognitive Mapping; *Concept Formation; *Context Effect; Decimal Fractions; Elementary Secondary Education; Fractions; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Memorization; Retention (Psychology); Teaching Methods
IDENTIFIERS- *Connections (Mathematics)

Examining how students reconstruct stories they've heard can give insights into why students often have difficulty understanding and retaining mathematics. Behavioral psychologists refer to the phenomenon of piecing together a series of events as "chaining." This paper argues that the cognitive capacity to reconstruct a whole contextual structure from a few entities within it belongs to even the slowest learners, and that this capacity to retain contextually related information can be activated to facilitate learning and retention of mathematics. The document presents an example of converting a fraction into a decimal in which traditional algorithms are learned through a contextual approach, leading to gains in efficiency and meaning in the acquisition of the skill. Teachers are asked to consistently present an internal contextual view of mathematics to learners. (MDH)

ED 345 933   SE 052 281

Bednarek, Laurie J.
An Annotated Bibliography of the Literature Concerning the Factors Affecting Students' Achievement in High School Chemistry Courses.
PUB DATE- 6 Jun 91
NOTE- 48p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English

DESCRIPTORS- Elementary Education; Elementary School Science; Instructional Materials; Learning Activities; Learning Modules; Physics; *Satellites (Aerospace); *Science Activities; Science Education; Science Instruction; Science Projects; Scientific and Technical Information; *Space Exploration; *Space Sciences
IDENTIFIERS- National Aeronautics and Space Administration; *Spacelab; Space Shuttle

NASA will launch Space Station Freedom piece by piece in the cargo bay of space shuttles. The process is scheduled to start in 1995 and be completed in 1999. This pamphlet presents factual information and accompanying hands-on science activities concerning the following aspects of the project: (1) the space shuttle's role in transport; (2) the control center; (3) rendezvous, in a weightless condition, with the space station for bringing in supplies; (4) the design of the space station and its use of solar energy; (5) living areas in the space station and the use of hatches and air locks; (6) performing tasks outside of the space station with manipulators in the cuppola, and through space walks; (7) eating and food dehydration; (8) washing needs, water usage, and water conservation; (9) health care and exercise; and (10) sleeping in space. Each activity has an accompanying list of vocabulary words and there is a list of definitions on the last page of the booklet. There are large illustrations for each activity. A listing of regional NASA Teacher Resource Centers is reproduced on the back cover. (PR)

ED 345 951 SE 053 124

Arnold, Carolyn L.; Kaufman, Phillip D.
School Effects on Educational Achievement in Mathematics and Science: 1985-86. National Assessment of Educational Progress. Research and Development Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Cultural Differences; Elementary Secondary Education; Grade 3; Grade 7; Grade 11; *Institutional Characteristics; Institutional Evaluation; Institutional Research; *Mathematics Achievement; Mathematics Education; *Minority Groups; Multiple Regression Analysis; Regression (Statistics); Science Education; *Sex Differences; *Socioeconomic Influences; Student Characteristics
IDENTIFIERS- Hierarchical Linear Modeling; National Assessment of Educational Progress; *School Effects; *Science Achievement

This report examines the effects of both student and school characteristics on mathematics and science achievement levels in the third, seventh, and eleventh grades using data from the 1985-86 National Assessment of Educational Progress (NAEP). Analyses feature hierarchical linear models (HLM), a regression-like statistical technique that addresses the problem of students nested within schools by directly modeling within- and between-schools variation in achievement. Additionally, HLM allows examination of the impact of school characteristics on the relationship between student characteristics and achievement within schools. Following an executive summary, this report contains: (1) an introduction including information on the background and purpose of the study, a description of data sources and variables used in the analyses, and an outline

ED 345 974   SO 021 651

Coons, John E.; Monahan, Frank J.
Political Action, Public Policy and Catholic Schools. Catholic Schools for the 21st Century. Volume VI.
PUB DATE- 91
NOTE- 45p.; For related documents, see SO 021 646-51. Papers presented at the Convention of the National Congress on Catholic Schools for the 21st Century (November 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Educational Development; Educational Finance; Educational Needs; *Educational Philosophy; Educational Planning; *Educational Trends; Elementary Secondary Education; Futures (of Society); Governance; *Politics of Education; *Religious Education; Social Change

Part of a six volume series of theme papers commissioned for the National Congress on Catholic Schools for the 21st century, November 6-10, 1991, two papers are included in this volume. In "The Catholic School and the Common Good," John Coons has two objectives: (1) to describe the secular and religious roles of the Catholic school within the historical and contemporary economy of U.S. education; and (2) to consider the social wisdom of providing all families the opportunity to choose among the range of government and private schools, including religious schools. In "Non-Public Schools and Public Policy: The Past, the Present, and Perhaps, the Future," Frank J. Monahan questions public financial assistance for non-public elementary and secondary education. (KM)

ED 345 975   SO 021 707

Patel, Runa
Nonformal Education in Development: A Conceptual Analysis.
PUB DATE- Feb 90
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Change; Comparative Education; *Concept Formation; *Educational Development; Educational Objectives; *Evaluation Methods; Foreign Countries; Global Approach; *Nonformal Education

Nonformal education is explored in the context of development in order to provide researchers with fundamental tools for selecting nonformal educational activities that can provide a framework for analysis. Criteria that can be used to determine nonformal educational activities are identified; development as the setting of nonformal education is described; and identification of variables that have a bearing in nonformal education in development are listed. Empirical research taken from the literature is the basis for the analysis. Outcomes show that there are nonformal types of education that are not included in the term "nonformal education" and that it is necessary to recognize influences that impact the delivery of nonformal types of education. A two step framework for analysis of nonformal education in development is outlined in terms of initiative, change, and program areas. (KM)

ED 345 976   SO 021 776

political and economic reforms, ethnic and cultural tensions, a lack of established political parties, and potential military insecurity. Despite potential barriers, the momentum for establishing constitutional government existed throughout the region and it was supported by most of the world. Additional elements that are central to establishing a well-functioning constitutional democracy are discussed, some of them specific to federal systems, some vital to any constitutional democracy whether federal or unitary. Among provisions of the U.S. Constitution that are critical to one or both types of democracy are measures mandating cooperation among constituent states as well as protection of their integrity; freedom of movement; the Supremacy Clause mandating that the federal constitution shall be the supreme law of the land; an independent judiciary; control of military organizations; and the right to amend the Constitution. (DB)

ED 345 995 SO 022 139

Branson, Margaret Stimmann
The Education of Citizens in a Market Economy and its Relationship to a Free Society.
PUB DATE- Oct 91
NOTE- 12p.; Paper delivered to the International Conference on Western Democracy and Eastern Europe: Political, Economic and Social Changes (East Berlin, Germany, October 14-18, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Capitalism; Citizenship Education; Constitutional Law; Democracy; *Democratic Values; Economics Education; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Political Science; *Role of Education; World Affairs
IDENTIFIERS- *Europe (East)

The question of the relationship between capitalism and democracy is not new; scholars have produced a rich literature about it that includes virtually every considerable point of view. Yet the question is of more than historical interest; with the recent dramatic political and economic upheavals in Eastern Europe and the former USSR, it becomes again a question of great moment. The purpose of this paper is three-fold: first, to summarize briefly the more important, current thinking of U.S. scholars about the capitalism/democracy connection; second, to call attention to the specific economic values and fundamental assumptions about economic activity that underlie U.S. constitutionalism and reinforce democratic norms; and, finally, to consider the implication of the foregoing for the education of citizens in a market-oriented, democractic society. (DB)

ED 345 996 SO 022 140

Rhodehamel, John H.; And Others
Foundations of Freedom: A Living History of Our Bill of Rights.
SPONS. AGENCY- W. M. Keck Foundation, Los Angeles, CA.
PUB DATE- 91
NOTE- 150p.; Separately-published "Teacher's Guide" (32 pages) appended.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For

DESCRIPTORS- Citizen Participation; *Citizenship Education; *Civics; *Democratic Values; Educational Objectives; *Instructional Materials; Law Related Education; Public Affairs Education; Secondary Education; Social Studies; *Student Educational Objectives; United States History; *Values Education
IDENTIFIERS- *CIVITAS; ERIC Digests

"CIVITAS" is a curriculum framework that specifies core ideas for civic education in the U.S. constitutional democracy. It reviews what adults should know and be able to do to as effective citizens. CIVITAS was developed by the Center for Civic Education in cooperation with the Council for the Advancement of Citizenship and with support from the Pew Charitable Trusts. More than 60 scholars contributed to this project as consultants and authors of various parts of the book "CIVITAS: A Framework for Civic Education." This ERIC Digest highlights core ideas in "CIVITAS" on the rationale for civic education. It also addresses educational goals and substantive ideas for teachers on civic virtue, civic participation skills, and civic knowledge. (DB)

ED 346 017 SO 022 207

Swenson, Mary, Comp.; And Others
Directory of Central America Classroom Resources K-12. Newly Revised Second Edition. With Additional Resources on Mexico and the Caribbean.
PUB DATE- Jun 90
NOTE- 183p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Area Studies; Audiovisual Aids; Directories; Educational Resources; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Approach; *Instructional Materials; Resource Materials; Social Studies
IDENTIFIERS- Caribbean; *Central America; Mexico

This annotated directory contains classroom resources for the countries of Central America, plus Mexico and the Caribbean. The types of resources included are: curricula, supplemental resources, audio-visuals, organizations, evaluation materials and guidebooks, and directories. The listings of curricula, supplemental resources, and audio-visuals are divided into those appropriate for use in grade school and high school classrooms, and are organized by country or region. (DB)

ED 346 018 SO 022 209

Noble, Elizabeth; Klein, Lisa G.
Report of the 1991 Needs Assessment Study of Women and Girls in the Heartland.
SPONS. AGENCY- Women's Fund of Greater Kansas City, MO.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Educational Needs; *Females; Health Needs; *Individual Needs; Interviews; *Needs Assessment; *Quality of Life; Social Science Research; Social Support Groups;

presented in a fashion that reinforces a stereotypical image of the female athlete. (IAH)

ED 346 038 SP 033 760

Loya, Richard, Ed.; Bensley, Loren B., Jr., Ed.
Health Education Teaching Ideas: Secondary. Revised Edition.
PUB DATE- 92
NOTE- 304p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Enrichment; *Educational Games; *Health Education; Lesson Plans; Secondary Education; Substance Abuse; Teaching Guides; *Teaching Methods

Part I of this teaching guide contains teaching strategies which originally appeared in the "Journal of Health Education" (JHE) and were included in the first edition of this guide, published in 1983. Part II includes teaching strategies published in JHE since 1983. The guide is designed to be a reference for those seeking workable ideas in teaching and delivering health education programs to junior and senior high school students. However, the material can be adapted for middle school through college level. Within each part, articles focus on two major areas: process and content. Examples of process-focused articles are: "Health Games"; "Health Science Fairs"; "The Writing Process in Health Class"; "Teaching about Authoring Systems: Instructional Design Tools for Health Education"; and "Using College Students as Senior Peer Teachers in Youth-to-Youth Health Education." Examples of content-focused articles are: "Once upon a Synapse: A Drug Education Simulation in Three Acts"; "Teaching Abstinence to Today's Teens"; "Teaching the Four Cs of First Aid"; "Student-to-Student Teaching about Tobacco Smoking"; and "Coping with Violence." (IAH)

ED 346 039 SP 033 765

Okinaka, Russell
The Factors That Affect Teacher Attitude towards Computer Use.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; *Computer Literacy; *Computer Science Education; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Required Courses; *Student Attitudes; Teacher Certification
IDENTIFIERS- California State Polytechnic University Pomona; *Comfort Index; *Computer Anxiety

This study was conducted to investigate factors that affect the attitudes of preservice teachers towards computer use. The focus was on: (1) the comfort level prospective teachers feel towards using the computer; (2) interest in pursuing other courses in the field of computer technology; and (3) the intent to use the computer in classrooms. Teacher candidates (N=90) enrolled in a state mandated, basic computer literacy course at California Polytechnic State University, Pomona campus, were asked to participate in this survey (a copy of the

(Author/LL)

ED 346 058 SP 033 818

School Health Program. Kindergarten.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- Mar 91
NOTE- 510p.; For related documents, see SP 033 819-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; Elementary School Curriculum; English (Second Language); Foreign Countries; *Health Education; *Health Promotion; Instructional Materials; Kindergarten; Language of Instruction; *Lesson Plans; Primary Education; Program Implementation; Teaching Guides; *Teaching Methods; Whole Language Approach
IDENTIFIERS- Northwest Territories

In order for individuals to make informed decisions about their health, they must have support, information, and skills to help them understand what promotes their health and what they themselves can do to enhance health. The major goals of the Northwest Territories (Canada) school health program are: to provide factual information on the human body; to enable students to develop skills that, along with factual information, will allow them to make informed choices related to health; to enhance students' self-esteem through self-understanding; to enable students to develop attitudes which lead to positive lifestyle behaviors; and to promote lifestyle practices which are conducive to lifelong health. This guide contains instructional strategies, lesson plans, reproducibles, and teacher background materials for kindergarten classes. The material is organized around six units: mental and emotional well-being, growth and development, alcohol and other drugs, nutrition, safety and first aid, and dental health. This guide also contains an introduction to the complete program, including scope and sequence charts outlining the major topics at each grade level. A discussion of the language development approach for students who are not proficient in English is also included. (IAH)

ED 346 059 SP 033 819

School Health Program. Grade 1.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- Mar 91
NOTE- 748p.; For related documents, see SP 033 818-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; Elementary School Curriculum; English (Second Language); Foreign Countries; Grade 1; *Health Education; *Health Promotion; Instructional Materials; Language of Instruction; *Lesson Plans; Primary Education; Program Implementation; Teaching Guides; *Teaching Methods; Whole Language Approach
IDENTIFIERS- Northwest Territories

In order for individuals to make informed decisions about their health, they must have support, information, and skills to help them understand what promotes their health and what they

Adolescent Drug Use; (5) Suggestions for Discussion Groups and Speakers; and (6) Sample Lessons for the Prevention of Drug Use. The sample lessons demonstrate age-appropriate ways in which prekindergarten-Grade 3 teachers can integrate good health care practices into the fine arts, language arts, mathematics, science, and social studies curriculums. Seven appendices include Teacher Resources; Annotated Bibliography; Drug Chart; Glossary of Terms; Texas Law Related to Tobacco, Alcohol, and Other Drugs; Agencies and Organizations; and Instructional Strategies and Products for Teaching Drug Use Prevention. (LL)

ED 346 078 SP 033 842

Prevention of Drug Use. Grades 4-6. Education for Self-Responsibility II.
PUB DATE- 91
NOTE- 354p.; For related documents, see SP 033 841-844.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Class Activities; Discussion Groups; *Drug Education; Drug Legislation; Drug Use; Educational Resources; Grade 4; Grade 5; Grade 6; *Health Promotion; High Risk Students; Intermediate Grades; *Lesson Plans; Prevention; Special Needs Students; State Curriculum Guides; *Student Responsibility
IDENTIFIERS- Texas Education Agency

This Education for Self Responsibility (ESR) curriculum guide is designed to help students learn to make intelligent decisions about health and well being, and to act responsibly when confronted with opportunities to try drugs. The program focuses on ways in which Grades 4-6 teachers can emphasize: personal development; interpersonal relations; development of healthy social attitudes; respect for self, others, and the law; medical hazards that exist in legal/illegal drug use; and recognition of pressure from peers, parents, and media. The guide is organized into six sections: (1) The Comprehensive Drug Use Prevention Program; (2) Implementing the ESR II Curriculum Guide; (3) Modifying ESR II for Special Populations; (4) Risk Factors for Adolescent Drug Use; (5) Suggestions for Discussion Groups and Speakers; and (6) Sample Lessons for the Prevention of Drug Use. Seven appendices include: Teacher Resources; Annotated Bibliography; Drug Chart; Glossary of Terms; Texas Law Related to Tobacco, Alcohol, and Other Drugs; Agencies and Organizations; and Instructional Strategies and Products for Teaching Drug Use Prevention. (LL)

ED 346 079 SP 033 843

Prevention of Drug Use. Grades 6-7/8. Education for Self-Responsibility II.
PUB DATE- 91
NOTE- 307p.; For related documents, see SP 033 841-844.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Behavioral Objectives; Discussion Groups; *Drug Education; Drug Legislation; Drug Use; Educational Objectives; Educational Resources; Grade 6; Grade 7; Grade 8; *Health Promotion; High Risk Students; Junior High Schools; *Lesson Plans; *Prevention; Special Needs Students;

primarily when teaching high-track students and advanced courses; (2) lack of adequate preparation to teach higher-order thinking; and (3) aspects of school organization discouraging teachers from pursuing higher-order objectives. Secondary teachers in 16 schools were asked to identify instructional goals for each of their classes. Scales, intended to capture the emphasis on higher-order objectives in math, science, social studies, and English, were constructed and evaluated. Findings revealed that math classes differ in instructional objectives because math teachers tend to differentiate objectives for different classes, while social studies classes vary primarily because of differences among teachers; school-to-school variation was exhibited in English and social studies, but not in math and science; the effect of tracking on higher-order objectives is powerful in all disciplines, but especially in math and science; and effects of teacher preparation and organization design were manifest in English and social studies, but not in math or science. Implications for policy and future research are considered. (Author/LL)

ED 346 098   SP 033 870

McLaughlin, Milbrey W.; Talbert, Joan E.
Social Constructions of Students: Challenges to Policy Coherence.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Context Effect; *Conventional Instruction; Interpretive Skills; *Nontraditional Students; School Policy; Secondary Education; Secondary School Curriculum; *Secondary School Students; *Secondary School Teachers; Social Cognition; Student Attitudes; Student Characteristics; Teacher Attitudes; *Teacher Expectations of Students; Teacher Response
IDENTIFIERS- Objective Analysis; Subjective Evaluation; *Subjective Judgment

This study examines the question of students as context for what happens in school and the ways in which educators' subjective interpretations of the realities students bring with them to school influence every aspect of the school environment. The focus is on contemporary, nontraditional students whose academic backgrounds, families, values, or life circumstances differ from those of traditional students. Utilizing interviews and observational techniques, the study demonstrates how teachers working in different settings view the "same" student in dramatically different ways and construct different conceptions of students as learners. Findings suggest that different constructions of students within and between schools challenges the coherence of education policy. Today's teachers were not, for the most part, trained to work with today's students, and teachers who feel little support for constructing new responses to students or for rethinking classroom routines from the perspectives of today's students are more likely to persist in orthodox conceptions of pedagogy, underestimating the abilities of both contemporary students and teachers. (LL)

ED 346 099   SP 033 881

*Licensing Examinations (Professions); Secondary School Teachers; *State Programs; *Teacher Certification; Teacher Education; Teaching (Occupation); Teaching Skills; Test Construction; *Testing Programs
IDENTIFIERS- *New York State Teacher Certification Examinations; *Subject Content Knowledge; Teacher Competency Testing

This collection of five symposium papers explores the initial design and development of the New York State Teacher Certification Examinations. The papers refer to work in progress to assess knowledge and skills associated with subject-matter knowledge and knowledge and skills in instruction and the profession of teaching. The following papers are included: (1) "State Certification Policy Issues and the Mandate for Innovative Teacher Certification Tests for New York State" (C. C. Mackey, Jr., and G. L. Freeborne); (2) "Testing Program Design and Development Procedures" (W. P. Gorth, R. G. Allan, and P. M. Nassif); (3) "Assuring Educated Educators through the New York State Liberal Arts and Sciences Test" (J. R. Silvestro and S. E. Lake); (4) "The New Standard for Subject-Matter Knowledge Assessment: The New York State Teacher Certification Examinations" (J. W. Clayton and C. C. Mackey, Jr.); and (5) "New York State Assessment of Teaching Skills: A Multiple Method Assessment of Teacher Competency" (S. Elliot and E. Hunsberger). A 22-item list of references is included. (SLD)

ED 346 117 TM 018 360

Carlson, James E.; Jirele, Tom
Dimensionality of 1990 NAEP Mathematics Data.
PUB DATE- Apr 92
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; *Computer Software Evaluation; *Factor Analysis; Grade 4; Grade 8; Intermediate Grades; *Item Response Theory; Junior High Schools; *Mathematics Tests; National Surveys; Research Methodology; Scaling
IDENTIFIERS- *Dimensionality (Tests); *National Assessment of Educational Progress; NOHARM Computer Program; TESTFACT

Some results are presented relating to the dimensionality of the 1990 National Assessment of Educational Progress (NAEP) mathematics item-response data. Based on theoretical considerations, practical limitations, and previous research, two procedures were selected for study: full information factor analysis as implemented in the TESTFACT computer program and normal harmonic factor analysis as implemented in the NOHARM computer program. One-dimensional, two-dimensional, and three-dimensional models were fitted using both programs. NOHARM analysis used 941 fourth-grade examinees with 50 items, 914 fourth-grade examinees with 42 items, 917 eighth-grade examinees with 54 items, and 924 eighth-grade examinees with 58 items. Sixteen TESTFACT analyses were conducted with real data sets. Comparisons show better fit when data are known to be one dimensional than in the case of real NAEP data. The results seem consistent over both programs and over different data sets. There is, however, evidence of a strong first dimension fitting the examinee-item interaction data. Overall, it is suggested that data are sufficiently unidimensional to support use of a composite scale for describing NAEP data, although there is evidence that two dimensions would better fit the data

Assessment; College Students; Comparative Testing; Higher Education; Knowledge Level; Longitudinal Studies; *Pretests Posttests; *Scores; Skill Development
IDENTIFIERS- College Basic Academic Subjects Examination; Test Retest Reliability

Cognitive changes in college students from early in the freshman year to the end of the sophomore year were assessed using a pretest-posttest design. In all, 135 university students completed both a pretest and a posttest. The academic achievement measure used was the College Basic Academic Subjects Examination (CBASE), a test intended to assess content knowledge and skill development at a level with students completing the general education component of their college experience. The analysis of pretest and posttest scores showed a general average gain of about one-quarter of a standard deviation, but there were some notable losses, with some students losing almost 200 scale points on retesting while others showed large gains. Results indicate that the CBASE is a high quality instrument with good test-retest reliability, but that it adds little to information about entering students that is available from other sources. CBASE scores indicated growth in almost all areas. The large losses demonstrated by some students may be explained by the fact that they did not take the test seriously, attempting only to complete the task in the minimum time possible. Eleven tables present study data, and there is a seven-item list of references. (SLD)

ED 346 135 TM 018 438

Daniel, Larry G.
Bootstrap Methods in the Principal Components Case.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Estimation (Mathematics); *Factor Analysis; Factor Structure; *Multivariate Analysis; *Reliability; Sampling; Social Science Research
IDENTIFIERS- Bem Sex Role Inventory; *Bootstrap Methods; Confidence Intervals (Statistics); FACSTRAP Computer Program; Principal Components Analysis; *Research Replication

Some years ago, B. Efron and his colleagues developed bootstrap resampling methods as a way of estimating the degree to which statistical results will replicate across variations in sample. A basic problem in the multivariate use of bootstrap procedures involves the requirement that the results across resamplings must be rotated to best fit in a common factor space before any estimators are averaged. The use of factor analysis for this problem is demonstrated using the responses of 298 persons to items from the Bem Sex-Role Inventory from a study by B. Thompson (1988). The statistical computer program FACSTRAP is used to calculate bootstrap confidence intervals in factor analysis. Bootstrap methods are valuable because they: (1) lend credibility to the factor analysts' choice of the number of factors to extract and interpret; (2) provide evidence for increased confidence in the interpretation of factor meaning; and (3) demonstrate the importance of replication in the social sciences. There are 9 tables of analysis results and a 35-item list of references. (SLD)

IDENTIFIERS- Expertise; Expert Novice Paradigm; *Experts; French Speaking; Quebec

This study examined planning processes and the acquisition of expert problem solving skills among individuals of different expertise on tasks of increasing complexity. Twelve French-speaking adult students of machining (novices) and 12 French-speaking teachers of machining (experts) in Quebec (Canada) were randomly assigned to a simple or complex task. Thinking-aloud protocols were collected and analyzed according to a specific coding system in order to examine the amount of planning and other operations performed by the subjects. No significant differences were obtained for the planning variable. However, significant differences were found for the writing and evaluation variables. Also, the quality of the performance was linked to the amount of planning done by each subject. Possible explanations for the results and future directions for research are presented. One bar graph illustrates the discussion, and there is a 17-item list of references. (SLD)

ED 346 154 TM 018 497

Chou, Tungshan; Wang, Lih-Shing
Making Simultaneous Inferences Using Johnson-Neyman Technique.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; Equations (Mathematics); Foreign Countries; *Hypothesis Testing; *Mathematical Models; Monte Carlo Methods; *Regression (Statistics); *Sample Size; *Statistical Inference
IDENTIFIERS- *Johnson Neyman Technique; Null Hypothesis; *Slope Homogeneity Test

P. O. Johnson and J. Neyman (1936) proposed a general linear hypothesis testing procedure for testing the null hypothesis of no treatment difference in the presence of some covariates. This is generally known as the Johnson-Neyman (JN) technique. The need for the hypothesis testing step (often omitted) as originally presented and the appropriateness of making simultaneous inferences after the slope homogeneity assumption test were investigated. Three regression settings were used to simulate the conditions of slight, moderate, and severe slope heterogeneity. Within each setting, 3 sample size ratios (10:10, 20:20, and 30:30, respectively) were considered with 10,000 simulated experiments in each sample size ratio. Within 9 artificially generated data conditions, the total number of simulated experiments was 90,000. Simulation results indicate that the hypothesis testing procedure as originally presented was unnecessary, whereas the slope homogeneity test was important for making simultaneous inference. When the slope homogeneity test was rejected, the simultaneous error rate was found to approximate the nominal alpha level as set forth prior to conducting the research. A caution is issued against applying the JN technique when sample sizes are small. Seven tables present analysis results, and there is a nine-item list of references. (SLD)

ED 346 155 TM 018 498

Members of the California State Legislature held a hearing on the black family to hear testimony on youth at risk. Following introductions, three witnesses appeared to speak on the juvenile justice system: (1) C. McDowell of the Department of the Youth Authority; (2) J. Alexander of VisionQuest; and (3) R. Johnson, Chief of Police from Inglewood (California). The witnesses described the programs their agencies run and discussed their sense that black youth are at risk. A panel of witnesses on health included individuals from: (1) the Department of Health; (2) the San Francisco (California) Department of Public Health; (3) the California AIDS Leadership Committee; (4) Bayview Hunters Point Foundation; (5) California Black Health Network; (6) San Francisco (California) Black Coalition on AIDS; and (7) AIDS Project of the East Bay. These witnesses described their agencies programs and activities with various populations as well as their involvement in health education and their sense of the need for more health education and other programs. A panel of witnesses on education included the following: (1) representatives from the Department of Education; (2) representatives from Psychological and Human Resources, Incorporated; (3) a psychological and human resources consultant; (4) a University of California (Berkeley) professor of educational administration; and (5) a member of the State Superintendent's Committee on Black Affairs. The final witness, Dr. Wade Nobles, Director of the Center for Applied Cultural Studies and Educational Achievement, provided a summary overview. (JB)

ED 346 173 UD 028 528

The African-American Male: An Endangered Species. Black Family Hearing of the Legislative Black Caucus (Sacramento, California, October 26, 1990).
PUB DATE- 26 Oct 90
NOTE- 134p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *At Risk Persons; *Blacks; Black Students; Correctional Rehabilitation; Demography; *Disadvantaged Youth; *Economically Disadvantaged; Economic Factors; Elementary Secondary Education; Hearings; Higher Education; Labor Economics; *Males; Policy Formation; Racial Discrimination
IDENTIFIERS- *African Americans; California

Testimony concerning the African American family and in particular, males as an endangered species, is presented in this report of a hearing before the California State legislature. Among the witnesses was Judge Loncke, who discussed issues of court procedure and police role as well as patterns of low education, hopelessness, and youth among offenders. Judge G. Ransom spoke next and addressed legislation and the needs of probation and other correctional agencies. Attorney J. Burris spoke about his experiences in criminal defense. Inglewood (California) Chief of Police, R. Johnson, summarized the current plight of black males, particularly their high rate of incarceration and violent death. Another witness, Barbara Lee, focused on the legislative agenda and prison construction bond ballet measures. R. Johnson spoke about rites of passage programs for African American male youth. W. Valdry, president of One Hundred Black Men of Los Angeles (California), shared some of his experiences with the Young Black Scholars Program. The Reverend C. Jones described the crippling effect on the black community of destroying male students were surveyed. Students rated two teachers, identified only by gender, on each survey item. The students chose teachers who they felt fit the instrument's description of having a well-disciplined class. The results indicate that female teachers were more likely to be chosen as effective disciplinarians by female students, and male teachers were more likely to be chosen by male students. Female teachers were rated higher than were male teachers on four survey items. Male instructors were rated higher than female teachers on only one item. Female instructors were rated equal to or higher than male instructors on seven survey items. Also, the number of female teachers chosen as effective disciplinarians increased at each grade level. The only negative for female teachers discovered by this study was the belief that women are more likely to become frustrated than men. Included are copies of a letter to teachers, the survey instrument, and 26 references. (JB)

ED 346 192 UD 028 677

DeLapp, Lynn R.
More Than Babysitting: Rethinking Childcare and Preschool Policies. California Children, California Families.
PUB DATE- Mar 89
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Day Care; Day Care Centers; Educational Legislation; *Educational Policy; *Family Programs; Policy Formation; Preschool Education; *Public Policy; State Legislation; State Licensing Boards; *State Programs; Statewide Planning
IDENTIFIERS- *California

This publication offers an analysis of California families' need for childcare, and reviews policies on preschool in an effort to assist lawmakers in policy formation. The analysis discusses the history of childcare and child development programs in California with a view toward enhancing the future of young children and points the direction for immediate legislative action. Following a preface and introduction, a section on the evolution of state programs covers licensure, childcare to meet employment needs, preschool education for disadvantaged children, and assistance for all families. The next section, on current state policies, describes each of the major programs for young children including licensing, preschool education and childcare, assistance for welfare recipients, tax credits, and consumer and technical assistance. Following this, a section on policy formation principles that have guided the development of state programs points out that two of the three principles generate programs that compete for limited funds and that there is no coherent policy for childcare or agreed-upon set of priorities governing the state funds spent on young children. A final section proposes three approaches to meeting the needs of children and their parents. Included are 59 endnotes and 2 appendices containing a table displaying state childcare programs in 1988-89 and a table showing licensing versus Department of Education program requirements for childcare centers. (JB)

ED 346 193 UD 028 678

Schneider, Joanne Thacker

Rorro, Gilda L.
Haitian Voices: Considerations for the Classroom Teacher.
PUB DATE- 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; *Classroom Techniques; Cultural Awareness; Cultural Differences; Cultural Influences; Educational Philosophy; *Educational Practices; Elementary Secondary Education; English (Second Language); French; Haitian Creole; *Haitians; *Immigrants; *Latin Americans; Teaching Guides; *Teaching Methods
IDENTIFIERS- Haiti; *Language Minorities

This guide for classroom teachers is intended to increase their awareness of Haitian culture, the Haitian educational system, and Haitian Creole language. This document was adapted from the doctoral dissertation "Academic Achievement of Haitian Limited English Proficient Student in New Jersey Public High Schools" (G. L. Rorro) at Rutgers University in New Brunswick (New Jersey). An opening section contains a foreword, entries from an administrator of Bilingual-English As a Second Language and Foreign Languages, a note from a Haitian American teacher of Haitian American students, a description of the publication's purpose, and a glossary of key terms. Section I describes education in Haiti including a review of the development of that educational system, its role, influences on its development, the current level of educational resources and staff in Haiti, types of schools, higher education, and recent moves toward modernization and reform. Section II describes significant differences between Haitian Creole and standard French including the development of Haitian Creole, the phonological system, grammatical and syntactical structures and uses, lexical system, and the influence of Portuguese. Section III discusses the following classroom considerations for the teacher: (1) useful words and phrases; (2) assisting Haitian students; (3) testing; (4) non-verbal cues; and (5) differences in the Haitian and American mathematical systems. Section IV lists 22 references and teacher resources and a list of interviewees who assisted with the project. Section V offers further resources for teachers including a teacher quiz, and the text of a popular song and Haitian proverbs. (JB)

ED 346 212   UD 028 702

Smith, Gayle; Smith, Don
Learning Styles of At-Risk Youth: A Schoolwide Study Skills Program. Practitioner's Guide Series Number Six.
SPONS. AGENCY- Texas State Dept. of Commerce, Austin.
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; Content Area Reading; *Disadvantaged Youth; *Dropout Prevention; Elementary Secondary Education; *High Risk Students; Learning Strategies; Metacognition; Notetaking; *Potential Dropouts; Program Implementation; Secondary School Students; Study Habits; *Study Skills; Test Wiseness

*Partnerships in Education

A 4-year case study was done of a partnership program between the Houston (Texas) Independent School District and Texas A&M University's College of Education (College Station) designed to prepare student teachers for work in inner-city public schools. The two institutions worked together through four collaborative decision-making councils to form the Houston Teaching Academy (HTA). Representatives from the school and college served on each of the councils. Shared weekly seminars for supervising teachers, student teachers, and college supervisors were led by school teachers and college faculty. Mathematics methods courses were taught at the HTA, and the college students served as tutors in the classrooms. An evaluation of the program through telephone interviews with 68 graduates indicated that 70 percent were still teaching and of those, 75 percent were working in schools that serve an at-risk diverse population of students. Results of the collaboration suggest that teachers can be prepared to work in urban schools when the school environment is safe, the staff are committed to growth, college faculty can collaborate with school staff, student teachers are committed to serving students from different cultures, and the college is willing to assign faculty to the school site. Included are 14 references. (JB)

ED 346 231 UD 028 722

Stone, Frank Andrews
Public School Desegregation/Redesign: A Case Study in East Baton Rouge Parish, Louisiana. Urban Education Reports Number Fourteen.
PUB DATE- 92
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Black Students; Case Studies; Cultural Context; *Desegregation Plans; *Educational Change; Elementary Secondary Education; *Public Schools; *Racial Discrimination; Racial Relations; *School Desegregation; School Districts; School Restructuring; Social History; United States History; White Students
IDENTIFIERS- *Louisiana (Baton Rouge); Reform Efforts

This publication presents a case study of the public school desegregation and redesign program of the East Baton Rouge Parish (Louisiana) School System, focusing on the 5 years from 1987 to 1992. Chapter 1 describes the setting and background, the sociocultural history of the area since pre-Revolutionary War days, the role and treatment of African Americans, and the events leading up to desegregation and redesign. Chapter 2 presents a history of the redesign plan from 1987 to 1992, including school restructuring ideology, implementation, and the marketing of school enhancements. Chapter 3 discusses the school desegregation and redesign efforts through a review of research, media coverage, and evaluations; and it contains field study/participant observation data for this case study. Chapter 4 presents and analyzes findings and conclusions in light of public school issues in Connecticut where desegregation and school redesign are also issues. Included are 4 maps, 6 tables, 6 illustrations, a 102-item bibliography, a list of public school marketing brochures, a glossary, a Baton Rouge chronology, a Baton Rouge events calendar, and the author's letter of introduction to the public schools studied. Also included are extensive footnotes for each chapter. (JB)

EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Alcohol Education; *Class Activities; *Drug Education; Elementary Secondary Education; Guidance; *Health Education; Health Promotion; Integrated Activities; *Learning Activities; Lesson Plans; Prevention; Rural Schools

IDENTIFIERS- Montana

This document completes a major goal of the Montana Rural Drug Free Schools Program, the development of an infused drug education curriculum appropriate for Montana's rural and small schools. These materials were first developed as a user-friendly computer program before this print form was produced, and the reader is encouraged to access the computer file through EDUNET. The first section contains lessons for each grade level, K-12. Most grade levels have activities related to communication arts, health enhancement, and guidance; some grades also have art, mathematics, social studies, library, and science activities. The second section includes lessons that can be used for two or more grades and that are integrated into specific subject areas: communication arts, fine arts, health enhancement, mathematics, science, social studies, vocational/practical arts, library/media, and guidance. This section is aimed particularly at rural multigraded schools. In addition to providing actual drug and alcohol education, activities are also intended to build self-esteem; teach coping behaviors; improve decision-making and problem-solving skills; reduce risk-taking behaviors; clarify personal attitudes and values; teach respect for oneself and others; and provide information about health, nutrition, illnesses, and contraception. (SV)

ED 345 915   RC 018 692

Salerno, Anne; Fink, Mary

Home/School Partnerships: Migrant Parent Involvement Report.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- 92

NOTE- 23p.; Contains dark print.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Practices; Elementary Secondary Education; Intercultural Communication; *Migrant Education; Migrant Programs; Parent Attitudes; Parent Influence; *Parent Participation; *Parent School Relationship

IDENTIFIERS- *Partnerships in Education

This report summarizes findings by the Parental Resources for Involvement in Migrant Education (PRIME) project on the current status of parent involvement in the Migrant Education Program. The literature consistently stresses the importance of parent and family influence on student achievement. Children from low income and minority families have the most to gain from parent involvement; parents do not have to be well educated to help. Changing the term "parental involvement" to "home-school partnership" means recognizing the sharing of responsibility between home and school. Although most states embrace the concept of partnership, few have allocated the staff or funding needed to put the concept into practice. A panel of six experts

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; *Chemistry; *Classroom Techniques; *Cognitive Ability; Cognitive Development; Educational Strategies; Formal Operations; High Schools; Learning Strategies; *Literature Reviews; Science Education; *Science Instruction; Secondary School Science; Teaching Methods
IDENTIFIERS- *Science Achievement; Science Education Research

Previous research concerning the cognitive abilities of high school students has indicated that a substantial number of students enrolled in secondary science courses do not conceptualize at the formal-operational level. Further, results indicate that achievement levels in chemistry coursework are significantly affected by, not only cognitive abilities, but also instructional methods and specific classroom strategies. This annotated bibliography consolidates research results involving achievement of high school students in chemistry courses and contains the following: (1) an introduction with definitions of educational-psychological terms and relevant scientific vocabulary; (2) three lists of journal annotations involving research results about achievement in secondary school chemistry courses indexed under the three categories: cognitive ability, instructional methods, and classroom strategies; (3) extensive summaries, in the style of a review of the literature, that compare and contrast the citations in each category, with accompanying conclusions; (4) explicit recommendations prompted by the research, not only for the improvement of student achievement, but also for the enhancement of the teaching/learning process in high school chemistry courses; and (5) an alphabetical list of the citations. (JJK)

ED 345 934 SE 052 299

Walker, John M.; Cox, Michael
The Language of Biotechnology: A Dictionary of Terms.
PUB DATE- 88
NOTE- 254p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Biological Sciences; *Interdisciplinary Approach; *Jargon; *Resource Materials; Science Education; *Technical Writing
IDENTIFIERS- *Biotechnology

This dictionary attempts to define routinely used specialized language in the various areas of biotechnology, and remain suitable for use by scientists involved in unrelated disciplines. Viewing biotechnology as the practical application of biological systems to the manufacturing and service industries, and to the management of the environment, terms defined have been selected from as broad a spectrum as possible to include work accomplished by the following disciplines: (1) microbiology; (2) pharmacology; (3) biochemistry; (4) chemistry; (5) physiology; (6) chemical engineering; (7) genetic engineering; (8) enzymology; and (9) cell biology. The typical biotechnologist can utilize this dictionary to integrate specialized work with studies being carried out by collaborators in related fields, particularly with respect to differences in terminology, i.e., jargon. (JJK)

ED 345 935 SE 052 384

of the methodological approach utilized; (2) a summary of the effects of school characteristics on mathematics achievement for each of the three grades with respect to the within-school model and the five between-school models; (3) a summary of the effects of school characteristics on science achievement for each of the three grades with respect to the within-school model and the five between-school models, enlarged with a comparison of mathematics and science results; (4) an extensive discussion of the findings in relation to methodological goals, grade level differences, school size, disassociation of socioeconomic influences from race-ethnicity, tracking, gender differences, and teacher characteristics; and (5) appendices that include technical notes for the variables and the HLM methodology, descriptive statistics for selected characteristics, and supporting tables for the HLM results. In general, the school characteristics examined in the analyses provided better explanations for average achievement between schools than they did for the effects of gender, race-ethnicity, and socioeconomic status on achievement. (JJK)

ED 345 952   SO 020 994

Barr, Ian M., Ed.; Hooghoff, Hans, Ed.
Report on the International Symposium "Social Studies and Civic Education in Europe" (Dillingen, Bavaria, West Germany, July 17-21, 1989).
PUB DATE- 90
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Citizenship Education; Curriculum Design; *Curriculum Development; Elementary Secondary Education; Foreign Countries; International Cooperation; International Education; *International Educational Exchange; Political Science; Political Socialization; Politics; *Social Studies; Teacher Education
IDENTIFIERS- *Europe (West)

Economic and technical cooperation among the nations of Europe is one part of the move towards European integration. To ensure the long term strength of Europe unity, it is necessary to have similar links in the field of education. This document is a report from a symposium in which educators gathered to exchange information and experiences about Europe in education. The main theme of the symposium was "Europe" and the ways in which that topic might be taught and discussed in schools. Symposium participants were drawn from Belgium, Italy, Portugal, Scotland, Hungary, Netherlands, and West Germany. Representatives from the Close Up Foundation in the United States (an organization with experience in promoting political awareness in the curriculum throughout the United States) also attended. This report contains the three main lectures, the three presentations, and the four workshops given at the symposium. The main lectures were: "Political Education in Germany" (G. Hacker); "Political Education in and about Europe" (H. Hooghoff); and "European Regionalism" (T. Stammen). The presentations included: Italy (F. Baratta); United States (J. Bonstingl); and Portugal (Z. Magelhaes). The workshops covered: "Social Education and Values: Their Place in the Scottish System" (I. Barr); "Theory and Practice on Social Studies" (S. George); "The Close Up Foundation" (C. Tampio; M. J. Turner); and "Calabria Mia, As an Example of the European Dimension" (H. Hooghoff). Three appendices are included describing in-service training at Dillingen, West Germany; outlining the program of

Mann, Sheilah, Ed.; Harrison, Cynthia, Ed.
Bicentennial of the Bill of Rights.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Civil Liberties; *Civil Rights; Civil Rights Legislation; *Constitutional History; *Constitutional Law; Democracy; Democratic Values; Elementary Secondary Education; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Bill of Rights; *United States Constitution

This issue of "this Constitution" is devoted to commemorating the bicentennial of the Bill of Rights of the U.S. Constitution. Materials include: "A Chronology of Civil Liberties and Civil Rights in the United States" (Herman Belz); "Constitutional Power to Enforce Individual Rights: The Legacy of McCulloch v. Maryland" (J. Woodford Howard Jr.); "The Nineteenth-Century Revolution in Civil Liberties: From 'Rights in Property' to 'Property in Rights'" (James A. Henretta); "The Reality of Rights in an Atolerant Society" (Joel B. Grossman; Charles R. Epp); "Roundtable of Participants in the Passage of the Civil Rights Act of 1964" (Raymond E. Wolfinger); "What Americans Should Know about the Bill of Rights: Eight Lessons" (Mark P. Petracca); a lesson for the classroom: "Abigail Adams on the Constitutional Rights of Women" (Corinne Wright); and "The Bill of Rights: A Bibliography" (Kermit L. Hall). A final section called "Bicentennial Gazette" provides a list of Bill of Rights resource organizations. (DB)

ED 345 977 SO 021 816

Mohring, Popie Marinou
Cultural Unawareness: A Critical Issue for Education, Training, and Development. Training and Development Research Center Project Number Thirty-Four.
PUB DATE- Dec 89
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; *Cultural Differences; Cultural Isolation; *Ethnocentrism; Foreign Countries; Global Approach; *Intercultural Communication; Non Western Civilization; Values Clarification

Themes from the author's research into cultural interfaces and cross-cultural encounters have implications for organization development (OD) and training for internationalizing business and developing competencies for working effectively with people of diverse cultures. These themes are: (1) unawareness in the United States of cultural unawareness and the efficacy of recognizing this unawareness for developing effective intercultural interactions; (2) people learn what they have learned to learn and are motivated to learn--not from experience, "committed" OD and training are required for

Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional History; *Constitutional Law; *Democratic Values; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Bill of Rights; *United States Constitution

This book presents, in words and pictures, a history of the Bill of Rights to the U.S. Constitution. Fifteen chapters in the book are entitled: (1) Origins; (2) The Colonial Experience; (3) The American Crisis: Road to Revolution; (4) New Order of the Ages; (5) The Bill of Rights; (6) The Civil War; (7) A Changing America; (8) War & Reaction; (9) From Normalcy Through the Great Depression; (10) The Second World War; (11) The Cold War; (12) Freedom's March; (13) Due Process of Law; (14) The First Freedom: Religious Liberty in America; and (15) A Living Bill of Rights. To supplement the text of each chapter, profiles of individuals, judicial decisions, and incidents and ideas that have been important to the history of the Bill of Rights are included. For each chapter, the teacher's guide presents guidelines for using the materials and assessing students' understanding of the issues introduced. The historical time frame for each chapter is explained, along with the historical issues in the expanding concept of rights. Directed discussion questions that focus on comprehension and analysis are included. There also are suggested activities aimed at developing students' critical thinking and oral and written presentation skills. There is a unit activity incorporating both the facts and issues of the chapter, often testing the concept introduced against a new set of facts. Also, concepts important to understanding the issues and implication for each chapter are identified. (DB)

ED 345 997 SO 022 148

Choices for the 21st Century: Facing a Disintegrating Soviet Union. Alternatives for Public Debate and Policy Development.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Jan 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Current Events; *Foreign Policy; Futures (of Society); High Schools; High School Students; Instructional Materials; International Relations; Learning Activities; Role Playing; Social Studies; Student Educational Objectives; World Affairs
IDENTIFIERS- *USSR

This mini-unit was designed to help high school students make sense of the complex issues raised by the disintegration of the Soviet Union, while letting them form their own conclusions about the direction of U.S. foreign policy. In the course of a five-day lesson plan, students have an opportunity to put recent events into perspective, deepen their knowledge of the Soviet Union, and join with their fellow classmates in assessing the United States' future role in the region. Students begin by considering how the final collapse of the Soviet Union in 1991 altered the U.S. foreign policy agenda. They then explore three clearly defined options for U.S. policy toward the Soviet Union, namely, strengthen the Newly Independent Republics, Support a Stable Russia, or Mind Our Own

Statistical Analysis; Surveys
IDENTIFIERS- *Missouri (Kansas City)

This study was designed to identify and analyze the problems women face in the greater Kansas City, Missouri area. Six major topics were examined in order to determine the significant roles they played in the lives of these women. The topics were health, violence, family and child welfare issues, employment and finance, education, and quality of life. The study conducted a survey of 686 girls and women in the greater Kansas City area, carried out 6 focus groups with women experts in the selected areas of interest, and held interviews with 33 leading service agency program directors in addition to those with local advocacy groups. The data provided a descriptive study and quantitative analysis which revealed that the priorities of women appeared to relate strongly to the socialized role of women. The areas of major concern were health and education and these areas were of concern to both individual women and their families. (KM)

ED 346 019 SO 022 267

Etudes sociales 30. Sujet B: Interactions entre nations. Unite d'enseignement--Guide. Edition finale = Social Studies 30. Subject B: Interactions between Nations. Teaching Unit--Guide. Final Edition.
PUB DATE- 91
NOTE- 223p.; For the student workbook, see SO 022 268.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Education; Curriculum Design; Foreign Countries; Political Science; *Reinforcement; Secondary Education; Secondary School Students; *Social Studies; *World History; *World War II
IDENTIFIERS- Canada

In this Alberta (Canada) teacher's guide, four history units are outlined. These are: (1) Between Two Wars (1919-36); (2) World War II; (3) The Emergence and Interaction of the Superpowers; and (4) Contemporary World Interactions. At the end of each unit, questions are provided for discussion and there is a final synthesis at the end of the document. Additionally, transparencies for instructors are provided throughout the document. (KM)

ED 346 020 SO 022 268

Etudes sociales 30. Sujet B: Interaction entre nations. Cahier de l'eleve. Edition finale = Social Studies 30. Subject B: Interaction between Nations. Student Workbook. Final Edition.
PUB DATE- 91
NOTE- 182p.; For the teacher's guide, see SO 022 267.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cultural Education; Curriculum Design; Foreign Countries; *Political Science; Reinforcement; Secondary Education; Secondary School Students; *Social Studies; *World History; *World War II
IDENTIFIERS- Canada

In this Alberta (Canada) student workbook, four history units are presented for study. These are: (1) Between Two Wars (1919-1936); (2) World War II; (3) The Emergence and Interaction of questionnaire is included). The course is required of all students wishing to obtain a clear teaching credential. Results indicated that teachers' attitudes towards computers are affected more favorably when an understanding as to how computers can be used most effectively is achieved and when teachers are informed about the power of computers in the classroom. Education and exposure would appear to be key issues in the area of stimulating computer use. (LL)

ED 346 040 SP 033 767

Snippe, J.
Effects of Instructional Supervision on Pupils' Achievement.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Behavior Change; Classroom Research; Foreign Countries; Grade 5; *Inservice Teacher Education; *Instructional Improvement; Intermediate Grades; Mathematics Instruction; Mathematics Teachers; Multiplication; Problem Solving; Teacher Behavior; *Teacher Supervision

Two experiments in instructional supervision were conducted to support teachers in changing their teaching behavior as they implemented a new math curriculum. The focus of the investigation was a method of teaching multiplication and principles of effective teaching. In the first experiment, instructional supervision, both with and without inservice meetings, was provided for a group of teachers who were then compared with teachers who received no support (control group). The supervisor observed the lesson and led a feedback session which focused on problems experienced by the teacher and suggestions for resolving the problems. Analysis of the data on implementation of the curriculum indicated that teachers who attended inservice meetings covered more material and spent more time on the curriculum than teachers from the control group. Pupils of teachers in the experimental groups were able to solve multiplication problems on a higher level of abstraction than pupils from the control group. The second experiment examined the question of whether effects on implementation of the curriculum and pupils' achievement resulted from the instructional supervision alone or from a combination of instructional supervision and inservice meetings. Results indicated that instructional supervision did not have an effect on either the degree of implementation of the curriculum or on teachers' behavior. However, pupils from the experimental groups outperformed pupils from the control group on the test based directly on the content of the curriculum. (IAH)

ED 346 041 SP 033 771

Okinaka, Russell
Computer Teachers: A Study of Background Characteristics, Preparation in Educational Technology, and Attitudes.
PUB DATE- 91
NOTE- 128p.; Ph.D. Dissertation, Claremont Graduate School.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

themselves can do to enhance health. The major goals of the Northwest Territories (Canada) school health program are: to provide factual information on the human body; to enable students to develop skills that, along with factual information, will allow them to make informed choices related to health; to enhance students' self-esteem through self-understanding; to enable students to develop attitudes which lead to positive lifestyle behaviors; and to promote lifestyle practices which are conducive to lifelong health. This guide contains instructional strategies, lesson plans, reproducibles, and teacher background materials for first-grade classes. The material is organized around the seven units of the program: mental and emotional well-being, growth and development, family life, alcohol and other drugs, nutrition, safety and first aid, and dental health. This guide also contains an introduction to the complete program, including scope and sequence charts outlining the major topics at each grade level. A discussion of the language development approach for students who are not proficient in English is also included. (IAH)

ED 346 060 SP 033 820

School Health Program. Grade 2.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- Mar 91
NOTE- 669p.; For related documents, see SP 033 818-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; Elementary School Curriculum; English (Second Language); Foreign Countries; Grade 2; *Health Education; *Health Promotion; Instructional Materials; Language of Instruction; *Lesson Plans; Primary Education; Program Implementation; Teaching Guides; *Teaching Methods; Whole Language Approach
IDENTIFIERS- Northwest Territories

In order for individuals to make informed decisions about their health, they must have support, information, and skills to help them understand what promotes their health and what they themselves can do to enhance health. The major goals of the Northwest Territories (Canada) school health program are: to provide factual information on the human body; to enable students to develop skills that, along with factual information, will allow them to make informed choices related to health; to enhance students' self-esteem through self-understanding; to enable students to develop attitudes which lead to positive lifestyle behaviors; and to promote lifestyle practices which are conducive to lifelong health. This guide contains instructional strategies, lesson plans, reproducibles, and teacher background materials for second-grade classes. The material is organized around the seven units of the program: mental and emotional well-being, growth and development, family life, alcohol and other drugs, nutrition, safety and first aid, and dental health. This guide also contains an introduction to the complete program, including scope and sequence charts outlining the major topics at each grade level. A discussion of the language development approach for students who are not proficient in English is also included. (IAH)

ED 346 061 SP 033 821

School Health Program. Grade 3.

State Curriculum Guides; *Student Responsibility
IDENTIFIERS- Texas Education Agency

This Education for Self Responsibility (ESR) curriculum guide is designed as part of an extensive effort to curb the problem of drug use among school-age youth. Three major objectives provide the framework and focus for an instructional emphasis on an alcohol and other drug use prevention program. These objectives are: understanding the consequences, learning the facts, and taking action. Instruction related to these major objectives is facilitated by multiple instructional and behavioral objectives. The educational experiences described here are designed to: enable teachers to help students achieve these objectives; empower students to choose not to use drugs; and make all drug use socially unacceptable in the same way that tobacco use has begun to be viewed negatively in the past few years. The guide is organized into six sections: (1) the Comprehensive Drug Use Prevention Program; (2) Implementing the ESR II Curriculum Guide; (3) Modifying ESR II for Special Populations; (4) Risk Factors for Adolescent Drug Use; (5) Suggestions for Discussion Groups and Speakers; and (6) Sample Lessons for the Prevention of Drug Use. Seven appendices include: Teacher Resources; Annotated Bibliography; Drug Chart; Glossary of Terms; Texas Law Related to Tobacco, Alcohol, and Other Drugs; Agencies and Organizations; and Instructional Strategies and Products for Teaching Drug Use Prevention. (LL)

ED 346 080   SP 033 844

Prevention of Drug Use. High School. Education for Self-Responsibility II.
PUB DATE- 92
NOTE- 277p.; For related documents, see SP 033 841-843.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Behavioral Objectives; Class Activities; Discussion Groups; *Drug Education; Drug Legislation; Drug Use; Educational Objectives; Educational Resources; *Health Promotion; High Risk Students; High Schools; *Lesson Plans; *Prevention; Special Needs Students; State Curriculum Guides; *Student Responsibility
IDENTIFIERS- Texas Education Agency

This Education for Self Responsibility (ESR) curriculum guide is designed as part of an extensive effort to curb the problem of drug use among school-age youth. The guide is designed to help students learn to make intelligent decisions about health and well being and to act responsibly when confronted with opportunities to try drugs. The program focuses on ways in which high school teachers can meet the drug prevention objectives of understanding the consequences, learning the facts, and taking action. Instruction related to these major objectives is facilitated by multiple instructional and behavioral objectives. The educational experiences described here are designed to enable high school teachers to: help students achieve the objectives; empower students to choose not to use drugs; and make all drug use socially unacceptable. The guide is organized into six sections: (1) the Comprehensive Drug Use Prevention Program; (2) Implementing the ESR II Curriculum Guide; (3) Modifying ESR II for Special Populations; (4) Risk Factors for Adolescent Drug Use; (5) Suggestions for Discussion Groups and Speakers; and (6) Sample Lessons for the Prevention of Drug Use. Seven appendices include: Teacher Resources; Annotated Biblioography; Drug Chart; Glossary of

Robinson, Rosemary; And Others
Once a Teacher Always a Teacher? Encouraging Return to Teaching.
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Change; Elementary Secondary Education; *Employer Attitudes; Foreign Countries; Occupational Surveys; *Reentry Workers; *Teacher Employment; *Teacher Employment Benefits; *Teacher Recruitment; Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *Former Teachers; Scotland

One approach to the crisis in the supply of teachers in Britain is to attract back to the profession qualified teachers who have left. To know whether this approach is viable, however, it is important to know about the reasons for leaving teaching and factors affecting return. Therefore, a study was conducted to survey trained teachers not currently in full-time employment, to ask why they had left teaching, whether they were likely to return to the classroom, and what measures would encourage them to do so. The study is reported in this document, which is organized into four sections. The first, "Returning to Teaching," presents key findings and their implications. Section 2, "Why Teachers Leave Teaching," discusses child care and domestic commitments, personal circumstances, disillusionment with school teaching, failure to obtain a permanent position, and career change. The third section, "Barriers to Returning," addresses whether the leavers want to return; what prevents teachers from returning; difficulties in getting an appropriate position whether it be part-time, a job share, full time, or substitute teaching; and worries about the educational system and conditions in schools. The final section, "What Employers Might Do," includes keeping in touch with teachers, informing about vacancies, a reintroduction to teaching, support for returners, managed career breaks, salaries commensurate with experience, and child care. The research design and methods and a profile of the sample are appended. Five tables complete the document. (LL)

ED 346 100 SP 033 882

Driscoll, Amy; Nagel, Nancy
University/School District Reflection in Teacher Education: A Collaborative Inquiry Approach. (The Portland State University/East Multnomah County Project: "Classroom As Families" Teacher Education Program).
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; College Faculty; Elementary Secondary Education; *Faculty Development; *Family School Relationship; Higher Education; High Risk Students; Inservice Teacher Education; *Population Trends; Preservice Teacher Education; Program Improvement; School Districts; School Responsibility; School Restructuring; *Teacher Education Programs; Teacher Participation; Teaching Models; *Theory

than would one dimension. Eight tables and 23 graphs present analysis results, and there is a 33-item list of references. (SLD)

ED 346 118 TM 018 365

Reshetar, Rosemary A.; Swaminathan, Hariharan

A Comparison of the Log-Linear and Weighted Least Squares Approaches for the Analysis of Categorical Data.

PUB DATE- Apr 92

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Chi Square; *Classification; *Comparative Analysis; Effect Size; *Hypothesis Testing; *Least Squares Statistics; Mathematical Models; Simulation; *Statistical Distributions

IDENTIFIERS- *Categorical Data; Contingency Tables; *Log Linear Models; Power (Statistics); Type I Errors; Weighted Data

This study compared the model of J. E. Grizzle, C. F. Starmer, and G. G. Koch (GSK, 1969) and log-linear model-based approaches for testing hypotheses in r x c contingency tables. Tables were simulated under various conditions of table, sample, row-effect size, and column-effect size. Test statistics for column (main) and interaction effects were calculated using: (1) the GSK linear model, untransformed proportion; (2) GSK linear model, logarithm of the proportion; (3) GSK linear model, log-odds log (p/1-p) ; and (4) log-linear model. Type I error rates, distribution of the test statistics, and relative power of the procedures were studied. The log-linear method provided more accurate distributions of the chi square test statistics than did the GSK methods and yielded Type I error rates closer to the expected 5% and 1% levels. The GSK methods using linear and logarithmic response functions yielded less precise distributions of chi square test statistics and slightly inflated Type I error rates. This trend was most noticeable with the linear response function of untransformed proportions. Based on these findings, if the GSK method is used, a logarithmic transformation of the response function is recommended. It is also recommended that a more stringent Type I error rate be used with GSK methods since observed Type I error rates were higher than expected. Nine tables and six graphs present analysis results, and there is a five-item list of references. (SLD)

ED 346 119 TM 018 366

Reshetar, Rosemary A.; And Others

An Adaptive Testing Simulation for a Certifying Examination.

PUB DATE- Apr 92

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Research supported by the American Board of Internal Medicine.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adaptive Testing; Classification; Computer Assisted Testing; *Computer Simulation; *Cutting Scores; Estimation (Mathematics); Evaluation Methods; Higher Education; *Licensing

ED 346 136 TM 018 448

Seever, Mark
Summative Evaluation of the Comprehensive and Cognitive Development (CCD) Program, 1991.
PUB DATE- Dec 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Comparative Analysis; *Educational Assessment; Educational Improvement; High Schools; Inservice Teacher Education; Intermediate Grades; Middle Schools; Professional Development; Program Evaluation; *Reading Comprehension; School Districts; Secondary Education; Secondary School Students; *Staff Development; *Summative Evaluation; *Teacher Attitudes
IDENTIFIERS- *Comprehensive and Cognitive Development Program MO; *Kansas City Public Schools MO

The Comprehensive and Cognitive Development (CCD) Program of the Kansas City (Missouri) School District has completed its sixth year of operation. The CCD Program supports the integration of assessment with instructional strategies to increase the reading comprehension and cognitive skills of middle school and senior high school students. Staff development is a component of the program and a major focus of this evaluation. Teacher participation in 1990-91, at 99, was down from the preceding year and across the last 3 years. Teachers tend not to stay in the program for the 4 years requested, perhaps because the program demands that participating teachers take graduate credit, attend workshops, and attend inservice programs. Visits to different sites revealed that CCD Program activities were taking place in classrooms. Teachers who remained in the program had favorable opinions, agreeing that the program improved instruction and was accomplishing its goals. Achievement results for students seemed mixed. At both middle school and high school levels, there were no patterns across the number of CCD Program students that teachers had per day. When gain scores were used to compare students with CCD Program teachers against those with other teachers, gain scores were seen to increase at the middle school level. At the senior high school level, the pattern was reversed. Seven tables and one bar graph present evaluation data including achievement data for more than 1,000 students. (SLD)

ED 346 137 TM 018 457

Allen, Nancy L.; And Others
A Missing Data Approach to Estimating Distributions of Scores for Optional Test Sections.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J.
PUB DATE- Apr 92
NOTE- 43p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; *Estimation (Mathematics); Graphs; *Scaling; *Scores; Scoring; *Statistical Distributions; Test Content; *Test Format; Testing Problems; Testing Programs; Test Validity
IDENTIFIERS- *Missing Data; Nonresponders; *Optional Test

Chou, Tungshan; Huberty, Carl J.
The Robustness of the Johnson-Neyman Technique.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Computer Simulation; Equations (Mathematics); *Error Patterns; Foreign Countries; *Mathematical Models; Monte Carlo Methods; *Robustness (Statistics); *Sample Size; *Statistical Distributions
IDENTIFIERS- *Johnson Neyman Technique; *Type I Errors; Type III Errors

The empirical performance of the technique proposed by P. O. Johnson and J. Neyman (1936) (the JN technique) and the modification of R. F. Potthoff (1964) was studied in simulated data settings. The robustness of the two JN techniques was investigated with respect to their ability to control Type I and Type III errors. Factors manipulated in the Monte Carlo simulations were conditional distribution shape, conditional variance rate, and sample size ratio, yielding 120 simulated data conditions with 10,000 experiments for each. Results indicate that the original JN technique produces unacceptably high Type I error rates, while the modified JN technique usually controls Type I error at the nominal alpha level. The original JN technique controls Type III error at the nominal alpha level, and the modified JN technique yields a Type III error rate well below the nominal alpha level. Analysis of variance indicated that the effect of conditional distribution shape was practically negligible for both JN techniques. The effect of the conditional variance ratio was confounded by the sample size equality factor. When sample sizes were equal, the effect of the conditional variance ratio was practically negligible. However, when sample sizes were unequal, the effect of the conditional variance ratio appeared strong. There are 14 tables of analysis data, 1 figure, and a 13-item list of references. (SL)

ED 346 156 TM 018 504

Arter, Judith A.
Portfolios in Practice: What Is a Portfolio?
PUB DATE- Apr 92
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Definitions; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Guides; Higher Education; *Portfolios (Background Materials); *Student Evaluation; Student Records; Test Construction
IDENTIFIERS- Large Scale Programs; Northwest Regional Evaluation Association; Performance Based Evaluation

A consortium effort sponsored by the Northwest Regional Evaluation Association has arrived at a workable definition of a portfolio that takes into account the viewpoints of teachers and those interested in large-scale assessment. The modified leadership. R. Dawson, Coordinator for the Center of Black on Black Crime, called for educational reforms. Dr. Irene Pinkert called for effective programs for black youth. Included also are the comments of citizens who spoke during a period of open testimony chaired by Assemblywoman Gwen Moore. (JB)

ED 346 174 UD 028 530

Gandara, Patricia; Sun, Andrew
Bilingual Education: Learning English in California.
PUB DATE- Jun 86
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; Policy Formation; Program Evaluation; Program Implementation; *State Programs; State Surveys; Statewide Planning
IDENTIFIERS- *California; *Language Minorities

An evaluative study was done of California's Bilingual Education Program, the goal of which has been to teach English and other academic skills to more than half a million students with limited English backgrounds. While the State Department of Education provided no comprehensive evaluation, there is evidence that some components have been extremely successful. Where students are instructed by a bilingual teacher, academic subjects are introduced in a language students understand and English is taught simultaneously, gains were demonstrated. Schools using this approach report English fluency for most students within 2 to 3 years. Areas for concern include the following: (1) only about one-third of students in bilingual programs are enrolled in bilingual classrooms and only about-half of these are staffed by bilingual teachers; (2) most children in the program are served through individual learning plans or other methods for which there is no good evidence of effectiveness; and (3) although bilingual classes are the most cost effective method of providing instruction, efforts to implement fully this method on a statewide basis have been limited. The main impediment to implementation is a shortage of bilingual teachers. Five figures supplement the text and three appendices provide two graphs and two tables showing the concentration of limited English students statewide and teacher demand figures and projections. A list of 12 references is also provided. (JB)

ED 346 175 UD 028 531

King, George
Minority Attrition and Retention in Higher Education: Strategies for Change. Report of a Conference (San Francisco, California, May 2-3, 1986).
PUB DATE- Mar 87
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Affirmative Action; Ancillary School Services; Asian Americans; Black Students; *Change Strategies; *Educational Change; Hispanic Americans; *Minority Group Children; Minority Group Teachers; Organizational Climate; Outreach Programs; Postsecondary Education; Public Colleges; *School Holding Power; *Student Attrition

Foster Care: Fraught with Data Gaps and Inadequate Services. California Children, California Families.
PUB DATE- Apr 89
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Abuse; Child Caregivers; Child Welfare; *Decision Making; *Foster Care; Foster Children; Foster Family; *Human Services; *Job Training; *Placement; Program Evaluation; Public Policy; State Programs
IDENTIFIERS- *California; Service Delivery Assessment

This report focuses on the foster family home, with special emphasis on the non-relative, county-licensed home in 11 diverse counties of California. The analysis address the following four principal concerns: (1) the process of deciding to remove a child from his or her home; (2) the abuse of children who are already in foster care; (3) the growing interest in foster care "professionalization" and training; and (4) services available to children in foster family homes. The report also calls attention to major problems in data collection and reporting. The first section discusses the decision to place a child in foster care, reviewing the complexities of that action and summarizing findings in each of the counties studied. The following section on abuse in foster care describes steps for use in investigating the charge of abuse and provides county data on incidents rates. A section on training foster parents discusses efforts to raise the status and effectiveness of foster parents through training and describes a model program in Contra Costa County (California). A final section on mandated services covers 11 services and describes the limited availability of those services. A conclusion emphasizes the limitations of the scanty data available and makes nine recommendations. Included are four tables. (JB)

ED 346 194 UD 028 680

Maintaining Inequality: A Background Packet on Tracking and Ability Grouping.
PUB DATE- Jan 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Grouping; *Affirmative Action; *Disadvantaged Youth; *Educational Discrimination; Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; Minority Group Children; Parent Participation; *Politics of Education; Racial Discrimination; Student Placement; *Track System (Education)

This document includes a selection of materials from the National Coalition of Education Activists (NCEA) on tracking and ability grouping designed to be a tool for teachers who wish to organize their school or district against tracking. The packet contains a cover letter, a response/feedback form, and reproductions of the following articles: (1) "What is Tracking?" (NCEA); (2) "Tracking: Maintaining Inequality" (NCEA); (3) "Selma High Student Speaks Out" (an interview with M. Sanders); (4) "My Tracking Experience" (C. Richard); (5) "The Pigs" (M. Schwabe); (6) "What's Wrong with Tracking" (S. Karp); and (7) "Tracking: An Old Solution Creates New Problems

This practitioner's guide is designed to provide an overview of a schoolwide study skills program that accommodates individual student learning styles of at-risk students who may be potential dropouts at the secondary education level. The schoolwide skills model described here is appropriate for all grade levels especially secondary levels as it is practical and easy to implement. Section I, an introduction, offers an overview of the project, and a description of learning styles, current programs, study skills, and development of the program. Section II, "The Schoolwide Study Skills Model," lists the components to the model. Section III, "Study Skills Teaching Methods," discusses each of the program teaching methods and provides some classroom examples in various content areas. The skills covered include the following: (1) organization/time management; (2) note-taking; (3) memory skills; (4) test-taking; (5) reading in content areas; (6) vocabulary development; (7) listening; and (8) achieving metacognition. Section IV describes implementing the schoolwide program including setting the stage, training, and use of resources. A conclusion reviews the benefits of such a program. Included are 8 figures, a glossary of 14 terms, 22 references, and a compliance statement. (JB)

ED 346 213   UD 028 703

Hess, G. Alfred, Jr.; And Others
The Inequity in Illinois School Finance. An Analysis of: The Current Situation, the Historical Record, and Alternative Solutions. Second Edition.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- Jul 91
NOTE- 89p.; Report compiled by the Options Task Force. Appendix D contains very small type. For the first edition, see ED 330 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economically Disadvantaged; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Finance Reform; *Fiscal Capacity; Property Taxes; Public Schools; School Districts; *School Funds; School Statistics; School Support; School Taxes; State School District Relationship; Tax Allocation; Tax Effort
IDENTIFIERS- *Illinois

This report provides an analysis of current inequities in school finance in Illinois, the historical roots of those inequities, and an analysis of alternative options for funding primary and secondary education. An introduction briefly describes the basis for the constitutional challenge to the current funding system. The next section describes the current state of school finance in Illinois, asking how uneven student support is from district to district. A historical section discusses the trends that have helped to shape the current situation including changes in the state's population, school enrollment changes, changes in the property wealth base, and state policies that have increased inequity. A section on tax efforts of state school districts describes low and high tax efforts and provides some examples of tax inequity. The next section offers a definition of equity. The final section describes options to improve equity including the following: (1) statewide foundation property tax option; (2) excess value state property tax option; (3) state non-residential education property tax option; (4) county assumption option; (5) increased foundation level option; and (6) income tax-property tax offset option. Included are 11 figures; 28 tables; a glossary; and 9

ED 346 232 UD 028 723

Baron, Eleanor; And Others
Collaborative Urban Education: Characteristics of Successful
  Urban Teachers.
PUB DATE- Feb 92
NOTE- 41p.; Paper presented at the Annual Meeting of the American
  Association of School Administrators (San Diego, CA, February
  21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Classroom Techniques; Disadvantaged Youth;
  Educational Planning; *Elementary School Teachers; Elementary
  Secondary Education; Interpersonal Competence; *Literature
  Reviews; *Secondary School Teachers; Teacher Behavior; Teacher
  Characteristics; *Teacher Effectiveness; Teaching Methods;
  Urban Schools; *Urban Teaching; Urban Youth
IDENTIFIERS- Effective Teaching Cooperative

This paper presents the findings of a literature review undertaken to identify behaviors and practices demonstrated by successful urban teachers in their preparation for teaching and interacting with students. The literature search focused on competencies for urban teaching and on urban education. The search yielded two broad areas of competence: internal effects (issues that focus on school or classroom practices), and external effects (practices that urban teachers pursue outside the school to help produce success). The search identified the following internal effects: (1) active teaching; (2) positive classroom management; (3) use of a variety of teaching methods; (4) planning and sequencing; (5) interpersonal skills; (6) efficacy and expectation; and (7) applicability. The external effects identified by the search were community and family support and knowledge of urban and multiethnic sociology. For each effect, the paper provides a short description of the quality, followed by two- to three-sentence descriptions of each empirical study or review related to that effect. Included is a table listing categories of key findings listed by study type and date. Also included are 27 references. (JB)

ED 346 233 UD 028 724

Deighan, William P.
School-Business-University Collaborative: A New Paradigm for
  Urban Education.
PUB DATE- Feb 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American
  Association of School Administrators (San Diego, CA, February
  21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *College School Cooperation; Educational Change;
  *Educational Improvement; Educational Resources; Higher
  Education; High Schools; Principals; *School Business
  Relationship; School Districts; School Restructuring; Teacher
  Attitudes; *Urban Schools
IDENTIFIERS- *Cleveland Public Schools OH; Paradigm Shifts;
  *Partnerships in Education

from diverse ethnic backgrounds met in Albany in February 1991. They discussed the parent involvement practices in their programs, matching parent training and materials to community needs, homework as a possible link between school and home, the parent's role as advocate, recognizing the impact of cultural differences, and making parents feel welcome in school. Migrant parents discussed barriers to parent involvement, strategies to involve fathers and other family members, and the importance of gaining the support of the business community and migrant employers. A survey of state directors of migrant education provided information on successful parent involvement strategies: home visits, at-home learning activities, parent training, cultural enrichment activities, improved parent access, and improved school-home communication. An appendix outlines state responses. (SV)

ED 345 916   RC 018 693

Salerno, Anne; Fink, Mary
Promising Practices for Home/School Partnerships.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Bilingual Education; *Educational Practices; Elementary Secondary Education; *Migrant Education; *Migrant Programs; Parent Education; *Parent Participation; *Parent School Relationship; Preschool Education; Profiles; Program Descriptions
IDENTIFIERS- *Partnerships in Education

This report contains profiles of 18 innovative and successful parent involvement programs for migrant families. The programs were selected based on recommendations from State Directors of Migrant Education and migrant educators and on a search of the ERIC database. Each profile includes sponsoring institution or agency, program format, program components, special features, description of services, eligibility requirements, method of identification or recruitment, funding source(s), and contract person. The programs are: Brevard County (Florida) Parental Involvement Program; Coalition of Florida Farmworker Organizations, Inc. and Redlands Christian Migrant Association; Cooperative Communication between Home and School (New York); Dysart Migrant Head Start/Preschool Program (Arizona); East Coast Migrant Head Start Project (Florida); ESL Teen Parent Program (Oregon); Family Math/Matematica para la Familia (California); Home School Partnership Training and Wonder Years (California); La Familia Unida (Arizona); Life Management Skills Parent Retreat (Texas); four Migrant Education Even Start programs (Louisiana, New York, Oregon, and Texas-Michigan-Washington); Parent Empowerment Sessions (Massachusetts); Parents as Trainers (New York); Title VII Bilingual Early Childhood Project (Alaska); and Vermont Summer Program. Also included are definitions and a chart of program features. (SV)

ED 345 917   RC 018 694

This Page for Parents Educational Clip Sheets for Parents. English/Spanish .
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Cohen, Rosetta Marantz; Kosler, Joseph
Gender Equity in High School Math: A Study of Female Participation and Achievement.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Calculus; Enrollment; *Females; High Schools; *High School Students; *Mathematics Achievement; Mathematics Education; Parent Aspiration; Parent Attitudes; Questionnaires; *Secondary School Mathematics; Self Esteem; *Sex Bias; *Sex Differences; Student Attitudes; Student Motivation; *Student Participation; Surveys; Teacher Expectations of Students; Teacher Student Relationship

This survey of 316 Precalculus, Calculus AB, and Calculus BC students from markedly different socioeconomic levels in four district high schools in San Antonio, Texas, looked at factors that have traditionally caused women to avoid mathematics, and attempted to discover which of them continue to influence women's decisions to reject the discipline. The questionnaire contained 25 questions based on assumptions drawn from literature on the subject. Reported and discussed are all differences in gender opinion above 9 percentage points, even though a difference of 11.4 percentage points would begin to indicate a statistically significant result. Findings where such differences occur showed that: (1) mathematics enrollment favored men, especially in BC Calculus; (2) female respondents more frequently perceived no bias in teacher expectations; (3) female students less frequently thought that the gender of their mathematics teacher had any effect on their learning; (4) males rated mathematics as more useful and having practical value in earning a living than females; (5) males more frequently strongly agreed that they were confident about doing well in the next math courses; and (6) male students more frequently agreed that their gender had greater aptitude for math. These findings regarding confidence are dramatic, since women's grades in all three classes averaged the same or higher than male counterparts. It is concluded that adult influences have come far in rejecting old biases, but that students' self-concepts appear to be deeply entrenched. (MDH)

ED 345 936 SE 052 398

Winograd, Ken
Writing, Solving, and Sharing Original Math Story Problems: Case Studies of Fifth Grade Children's Cognitive Behavior.
PUB DATE- 90
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Chicago, IL, April, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Processes; Elementary School Mathematics; Grade 5; Group Dynamics; *Interaction Process Analysis; Intermediate Grades; Mathematics Education; Peer Relationship; Peer Teaching; Protocol Analysis; *Small Group Instruction; Student Attitudes; Student Behavior; Teaching Methods; *Word Problems (Mathematics); *Writing Across the Curriculum; Writing Processes
IDENTIFIERS- *Problem Posing

The purpose of this research was to understand fifth grade children's cognitive behavior as they wrote, solved and then, the symposium; and listing the symposium participants. (DB)

ED 345 953 SO 021 072

Hamilton, David
On the Origins of the Distinction between Quality and Quantity.
PUB DATE- 90
NOTE- 12p.; Paper presented to the Annual Meeting of the British Educational Research Association (London, England, United Kingdom, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Foreign Countries; *Intellectual History; *Qualitative Research; *Research Methodology; Scientific Methodology; Scientific Research; *Statistical Analysis

The distinction between qualitative and quantitative modes of research has become fashionable in recent years. Few accounts, however, clarify the distinction. This paper, then, is a contribution to the quality/quantity debate. It locates the origins and basis of such distinction in a split between "natural history" and "hypothetico-deductive" methods that occurred in the seventeenth century Scientific Revolution. In turn, it is assumed that an appreciation of these early developments in scientific thinking is still germane to twentieth-century discussions. (Author)

ED 345 954 SO 021 324

Schuster, Marilyn R.; Van Dyne, Susan R.
Feminist Transformation of the Curriculum: The Changing Classroom, Changing the Institution. Working Paper No. 125.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 83
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Classroom Environment; *Consciousness Raising; Cultural Awareness; Curriculum Development; Curriculum Problems; *Educational Philosophy; *Feminism; Higher Education; Social Science Research; *Teaching Models; Womens Studies

Feminist scholarship has given a multicultural, interdisciplinary perspective to education that has produced an impatience with curriculum that is predominantly white, male, Western, and heterosexist in its assumptions. This approach to education tends to see invisible paradigms of the academic system and the larger cultural context that marginalize or trivialize the lives of all those outside the dominant class or culture. To understand the process of curriculum transformation, this research began with the classroom and ended with conceptual models for institutional change. Five key questions were asked: (1) Who can change? (2) What is the stimulus for change? (3) What are the forces and forms of resistance? (4) What is the locus for change? and (5) How do we measure change? Within the changing classroom, the issues focued on rising expectations of women, women-focused classrooms, women teaching, women learning, and conflict as an agent for change. Changing the institution requires an assessment of change in a context of crisis, of women's studies and transformation, and of developing international and intercultural expertise; (3) effective intercultural relations rest heavily on motivation and appropriate values; (4) certain values, motivations and personality traits are necessary but not sufficient for effective intercultural communications and interactions; (5) unfamiliarity with the complexity of culture, the utility of cross-cultural perspective, the distinction between reality and reality-as-perceived, and the tendency of humans to assess others with yardsticks of their own culture all hinder effective interactions; (6) limited awareness of the influence of culture and Eurocentric bias applies also to social science knowledge. Education, training, and OD interventions focused on these themes are essential to develop competencies for working effectively with people of diverse culture. (Contains 62 references) (Author/DB)

ED 345 978 SO 021 817

Cangemi, JoAnn; Aucoin, Linda
Attitudes of Social Studies Teachers toward the Teaching of Values.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Objectives; *Educational Research; Grade 4; Grade 5; Grade 6; Intermediate Grades; *Social Studies; Student Educational Objectives; *Teacher Attitudes; *Values Education
IDENTIFIERS- *Louisiana; *Social Studies Teachers

This document contains a study that was designed to examine the attitudes of fourth, fifth, and sixth grade social studies teachers in the public schools of an eight-parish area of southeast Louisiana regarding the teaching of certain selected values. A survey composed of 17 selected statements was mailed to the teachers. The 17 statements included: "The 'right' set of values is a matter of perspective and no one set of values should be taught," and "The development of sensitivity to the need to eliminate prejudice and stereotyping from our society should be an integral part of any social studies class." Based on the findings of the study, a number of recommendations are made, including the recommendations that: school systems should provide more in-service training in values education for their teachers, and researchers should continue to study avenues for teaching elementary social studies teachers how to incorporate values education into their classes. The 17 statements included in the survey are appended, as is a 9-item list of references. (DB)

ED 345 979 SO 021 820

Killam, Rosemary N.
Women in Academic Music: How We Have Achieved Our Roles.
PUB DATE- 89
NOTE- 23p.; Paper presented at the Annual Women in Music Symposium, (3rd, Buffalo, NY, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Educational Research; *Females; Higher Education; Music Education; *Musicians; *Professional

Business. Three background articles provide a context for the options, helping students reach an informed understanding of the choices they face. With a better grasp of the Soviet Union's past and present problems, students are equipped to participate in a role playing activity based on the three options. Ultimately, the sequence of lessons is intended to guide students as they develop their own ideas about U.S. policy toward the former Cold War enemy, and finally, clarify their own values and beliefs about the U.S. role in the world. Three appendices contain lesson plans and student activities, abridged background articles, and topics for further consideration. (DB)

ED 345 998   SO 022 149

Schechter, Stephen L., Ed.; Bernstein, Richard B., Ed.
Contexts of the Bill of Rights.
PUB DATE- 90
NOTE- 181p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Citizenship Education; *Constitutional History; *Constitutional Law; Political Science; Secondary Education; Social Studies; United States History
IDENTIFIERS- *Bill of Rights

This book contains three major essays that consider the origins of the Bill of Rights, the first 10 amendments to the United States Constitution. In "The U.S. Bill of Rights in Historical Perspective," Donald S. Lutz examines the intellectual context of the Bill of Rights by analyzing the changing ideas about rights in colonial, Revolutionary, and early national American political thought and culture. In "The Making of the Bill of Rights: 1787-1792," John P. Kaminski explores the political context of the Bill of Rights. In "The Bill of Rights: A Bibliographic Essay," Gaspare J. Saladino looks at the historiographical context of the Bill of Rights by surveying the voluminous literature, both in history and in lawyers' legal and constitutional history, on the origins of the Bill of Rights and the individual amendments composing it. This volume also includes an editor's introduction, "Restoring the Context of the Bill of Rights," by Stephen L. Schechter and Richard B. Berstein, and "The Ratifications of the New Foederal Constitution, together with the Amendments, Proposed by the Several States" as printed by Augustine Davis, of Richmond, Virginia, in 1788. (DB)

ED 345 999   SO 022 150

Schechter, Stephen L., Ed.
The Reluctant Pillar: New York and the Adoption of the Federal Constitution.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 85
NOTE- 272p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Constitutional History; *Constitutional Law; Educational Resources; Political Science; Politics; *State History; United States History

the Superpowers; and (4) Contemporary World Interactions. Advice is offered to students in each unit along with information about key events and issues during each period and a review section. The document concludes with a synthesis of the entire period addressing themes and types of confrontation followed by themes and types of co-operation. (KM)

ED 346 021 SO 022 307

Williams, John; Zin, Than Than
Freedom in Virginia Public Schools from 1900 to the Present: Concepts from an Oral History of School Principals.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- *Democracy; *Educational History; Educational Philosophy; Elementary Secondary Education; *Freedom of Information; *Intellectual Freedom; Interviews; Principals; *Public Schools; Social Influences; Teacher Influence
IDENTIFIERS- *Virginia

How current expression of freedom in public education has been established, altered, supported, or reduced by school principals in Virginia over the past 80 years is examined in this oral history research. Thirty-two interviews were conducted to gather personal recollections of retired principals' experiences in Virginia public schools. These interviews were analyzed for freedom themes and related topics. Nine conceptual theme areas related to the ways in which interviewees talked about freedom in the public school environment were developed. These themes included freedom, democracy, way, authority, climate, learning, personnel, policies, and philosophy. The last seven themes modified the expression of the first two. Statements made by the principals in the context of the keywords were interpreted under each of the nine themes. (KM)

ED 346 022 SO 022 308

Vincent, Nelson C.
The Philosophy and Politics of Multicultural Education and Anti-Racist Education: An Analysis of Current Literature.
PUB DATE- Feb 92
NOTE- 39p.; Paper presented at the Annual Meeting of the National Association for Multicultural Education (Orlando, FL, February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Curriculum Development; Educational Philosophy; Educational Principles; *Educational Research; Educational Theories; Elementary Secondary Education; *Multicultural Education; *Racial Factors; *Social Change; *Theory Practice Relationship

Multicultural education emerged as a curriculum and pedagogical movement in the late 1960s but it has yet to be clearly understood. Several distinct approaches to multicultural education constitute a range of curricular, pedagogical, and social justice perspectives each with significantly different political, social, and economic goals. A healthy discourse between theorist and practioner is necessary for the continued

DESCRIPTORS- *Computer Science Education; *Computer Uses in Education; Demography; Educational Background; *Educational Technology; Elementary Secondary Education; Higher Education; Job Satisfaction; Knowledge Level; Questionnaires; Sex Differences; *Teacher Attitudes; *Teacher Characteristics; *Teaching (Occupation)
IDENTIFIERS- Orange Unified School District CA

This study was conducted to investigate five research questions concerning computer teachers: (1) How do male and female computer teachers compare in terms of professional preparation and experience? (2) What are the demographics of computer teachers currently in the classroom? (3) How do computer teachers' perceive their male and female students? (4) What levels of proficiency and expertise currently exist in the classroom among computer teachers? and (5) What are the attitudes of computer teachers in the field? Teachers were sampled from every unified school district in Orange County, California. A questionnaire was administered with items pertaining to educational and professional backgrounds, knowledge of topics within the field of educational technology, expertise in the field of educational technology, and attitudes towards current occupations. Some of the results were: male and female teachers do not differ significantly on most measures of background and experience; backgrounds are varied; demographic data suggest that males and ethnic minorities tend to be underrepresented; males and females are perceived as having similar levels of interest and ability in using the computer; computer teachers have considerable knowledge of current developments in the field of educational technology, have high levels of job satisfaction, and exhibit positive attitudes towards the teaching of computer use. (LL)

ED 346 042 SP 033 780

Manthei, Judith
The Mentor Teacher as Leader: The Motives, Characteristics and Needs of Seventy-Three Experienced Teachers Who Seek a New Leadership Role.
PUB DATE- 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Higher Education; *Individual Needs; *Inservice Teacher Education; *Leadership Training; Measures (Individuals); *Mentors; Middle Schools; Teacher Attitudes; Teacher Characteristics; *Teacher Motivation; *Teacher Role; Teaching Experience
IDENTIFIERS- Massachusetts; *Wheelock College MA

The data presented in this paper were collected from 73 early childhood, elementary, and middle school teachers who were among the first teachers to prepare for formal mentor teacher leadership roles in Massachusetts. These teachers were enrolled in a graduate mentor teacher preparation course at Wheelock College (Massachusetts). The Inventory is divided into two major sections. Section 1 includes five categories of information that reflect the topics addressed in the mentor preparation course: Personal Motivation for Becoming a Mentor; Personal Traits and Qualities; Areas of Knowledge and Skill as a Classroom Teacher; Areas of Knowledge and Skill as a Mentor

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- Mar 91
NOTE- 706p.; For related documents, see SP 033 818-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; Elementary School Curriculum; English (Second Language); Foreign Countries; Grade 3; *Health Education; *Health Promotion; Instructional Materials; Language of Instruction; *Lesson Plans; Primary Education; Program Implementation; *Teaching Guides; *Teaching Methods; Whole Language Approach
IDENTIFIERS- Northwest Territories

In order for individuals to make informed decisions about their health, they must have support, information, and skills to help them understand what promotes their health and what they themselves can do to enhance health. The major goals of the Northwest Territories (Canada) school health program are: to provide factual information on the human body; to enable students to develop skills that, along with factual information, will allow them to make informed choices related to health; to enhance students' self-esteem through self-understanding; to enable students to develop attitudes which lead to positive lifestyle behaviors; and to promote lifestyle practices which are conducive to lifelong health. This guide contains instructional strategies, lesson plans, reproducibles, and teacher background materials for third-grade classes. The material is organized around the seven units of the program: mental and emotional well-being, growth and development, family life, alcohol and other drugs, nutrition, safety and first aid, and dental health. This guide also contains an introduction to the complete program, including scope and sequence charts outlining the major topics at each grade level. A discussion of the language development approach for students who are not proficient in English is also included. (IAH)

ED 346 062 SP 033 822

School Health Program. Interim Guide. Grade 7.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 88
NOTE- 311p.; For related documents, see SP 033 818-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Curriculum Guides; *Educational Objectives; Family Life Education; Foreign Countries; Grade 7; *Health Education; *Health Promotion; Instructional Materials; Junior High Schools; *Lesson Plans; Mental Health; Secondary School Curriculum; Teaching Guides; *Teaching Methods
IDENTIFIERS- Northwest Territories

This interim guide is a component of the Northwest Territories (Canada) School Health Program. It contains instructional strategies, lesson plans, reproducibles, and teacher background materials for seventh grade classes. The material is organized around the three curriculum units: mental and emotional well-being, growth and development, and family life. The five lessons of the mental and emotional well-being unit focus on self-awareness and relationships. The unit on growth and

Terms; Texas Law Related to Tobacco, Alcohol, and Other Drugs; Agencies and Organizations; and Instructional Strategies and Products for Teaching Drug Use Prevention. (LL)

ED 346 081 SP 033 845

Zeuli, John S.
How Do Teachers Understand Research When They Read It?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; *Elementary School Teachers; Elementary Secondary Education; Knowledge Level; Learning Experience; Prior Learning; *Reading Comprehension; Researchers; *Research Utilization; *Secondary School Teachers; *Teacher Attitudes; Teacher Education; Teacher Educators
IDENTIFIERS- *Teaching Research

This study provides a description and analysis of how teachers read research in light of prior beliefs about what research is and how it should influence teaching. Attention to teachers' beliefs has become an essential feature of studies designed to help understand research. The beliefs on which researchers and teacher educators typically focus are teachers' beliefs about teaching and learning. Teachers' beliefs about the use of educational research influences understanding. Participants (N=13), teachers with substantially different research experiences, were interviewed subsequent to reading and responding to three different types of research articles and two sets of research findings. They were then asked to evaluate what had been read. Results indicate that in light of teachers' prior beliefs there are substantial differences in terms of willingness and/or ability to read and understand research. If research is to play a role in educating teachers, it is suggested that teacher educators and researchers pay attention to how teachers read research, and to their beliefs and understandings. (Author/LL)

ED 346 082 SP 033 846

Mead, James V.
Looking at Old Photographs: Investigating the Teacher Tales that Novice Teachers Bring with Them. Revised.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affective Measures; *Affective Objectives; *Educational Experience; Elementary Secondary Education; Higher Education; Metacognition; Preservice Teacher Education; *Recall (Psychology); Reminiscence; *Story Telling; Teacher Educators
IDENTIFIERS- *Former Teachers; Interpretive Validity; Reflective Thinking; *Teacher Candidates

This paper presents stories prospective teachers tell about interactions with and evaluations of former teachers. These

Practice Relationship
IDENTIFIERS- *Collaborative Inquiry; Professional Development Centers; *Reflective Inquiry; Reform Efforts

This study describes two phases of the planning of a professional development center for teaching and teacher education, utilizing a reflective and collaborative inquiry approach. Two themes guided the study: (1) the dissonance between teacher education and teaching; and (2) preparation of teachers to respond to the changing population of children and families. Participants in the study were school district and school administrators, university faculty, and classroom teachers. Data were collected from narrative records of planning and review sessions, collections of planning materials and resulting program descriptions, and participant journals. The major result of phase one was the development of a preservice and inservice program entitled "Classrooms as Families," which addresses the social and support needs of children, teachers, and families. Phase two findings suggest that university and school district faculties provide models of practice for preservice teachers; teacher education should increase the study of family systems, communication, conflict resolution, and time and stress management. Through reflective and collaborative inquiry, both school personnel and university faculty became significant contributors to the professionalization of teaching. (LL)

ED 346 101 SP 033 890

Education for Self-Responsibility IV: Nutrition Education Curriculum Guide. Prekindergarten-Grade 4.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Curriculum Development.
PUB DATE- 92
NOTE- 389p.; For grades 5-8 and grades 9-12 curriculum guides, see SP 033 891-892.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Breakfast Programs; *Cultural Awareness; Cultural Pluralism; Early Childhood Education; Habit Formation; *Health Promotion; Intermediate Grades; *Learning Activities; *Lesson Plans; Lunch Programs; *Nutrition Instruction; Parent Participation; Program Descriptions; Program Implementation; Special Needs Students; State Curriculum Guides
IDENTIFIERS- Child Nutrition Act 1966; Department of Agriculture; Food and Nutrition Services; Texas

This is the first part of a three-part curriculum guide dedicated to improving the nutritional status of children and adolescents as well as inspiring lifetime habits of healthy eating. It is also a total nutrition education program that encompasses nutritional aspects of the child's daily life both at school and at home. Teachers are provided with specific grade-level lesson plans and learning activities that include student handouts and worksheets, teacher resource pages, and overhead transparency masters. The guide is organized into five sections. The first section describes the program including cultural awareness information, the interaction of nutrition education with school food service, parent involvement, and program visibility. Section 2 provides implementation of the ESR IV curriculum guide. The third section addresses modifying ESR IV for special populations. Section 4 presents an instructor's resource guide for teaching nutrition education. The final section presents prekindergarten through grade 4

Examinations (Professions); Pass Fail Grading; *Physicians; Test Construction; Test Format; *Test Length; Test Use
IDENTIFIERS- Ability Estimates; Two Parameter Model

This study examined performance of a simulated computerized adaptive test that was designed to help direct the development of a medical recertification examination. The item pool consisted of 229 single-best-answer items from a random sample of 3,000 examinees, calibrated using the two-parameter logistic model. Examinees' responses were known. For tests of 60, 120, and 180 items, estimation error and the accuracy of pass/fail classification decisions were studied. Ability estimates were stable across test length changes, and accurate estimates were obtained with all three test lengths. However, it is recommended that overall pass/fail decisions be based on longer tests, especially when the cutscore is close to the mean. This initial application suggests that computerized adaptive testing has promise in professional evaluation settings. Six tables present study data, and there is a 10-item list of references. (Author/SLD)

ED 346 120 TM 018 368

Schultz, Matthew T.; Geisinger, Kurt F.
The Effects of Sample Size and Matching Strategy on Mantel-Haenszel and Logit DIF Procedures.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; Comparative Analysis; Control Groups; Equations (Mathematics); Evaluation Methods; Experimental Groups; High Schools; High School Students; *Item Bias; Item Response Theory; *Mathematical Models; Minority Groups; *Research Methodology; Research Problems; *Sample Size; Sampling; *Test Items
IDENTIFIERS- *Logit Analysis; *Mantel Haenszel Procedure; Matching to Sample Procedure; Scholastic Aptitude Test

Research efforts have established that the Mantel-Haenszel procedure (MHP) is an effective method for detecting the presence of test items exhibiting differential item functioning (DIF). While the MHP has been advocated for situations where item response theory based methods may not be usable, recent findings have suggested that the performance of the MHP and Logit needs to be examined in detail. The present research examined the impact of manipulating sample size, the ratio of focal to reference group members, and the number of levels of the matching criterion on the performance of the MHP and Logit. Reference and focal groups consisted of 7,320 majority group Scholastic Aptitude Examination (SAT) takers and 791 minority group SAT takers. Other samples of 1,000 reference and 500 focal group members were obtained through a random number generating program. Four, 8, and 12 levels of matching on the SAT score were used. Results suggest that the MHP and Logit are sensitive to these manipulations. As sample sizes decreased, mean values for the MHP and Logit decreased, and agreement between them declined. As the number of levels of matching increased in the full sample condition, agreement between Logit and the MHP also dropped. Four tables present study findings, and there is a 23-item list of references. (Author/SLD)

Questions

Many testing programs include a section of optional questions in addition to mandatory parts of a test. These optional parts of a test are not often truly parallel to one another, and groups of examinees selecting each optional test section are not equivalent to one another. This paper provides a general method based on missing-data methods for non-ignorable non-response (R.J.A. Little and D.B. Rubin, 1987) on an optional part of a test. The method is compared with other methods used to put optional test sections on comparable scales. If validity issues are resolved, this sensitivity analysis method could eventually provide a basis for the combination of scores based on optimal portions of a test with those based on common sections of a test. Eight tables and 31 graphs present results of the analysis. There is a 15-item list of references. (Author/SLD)

ED 346 138 TM 018 458

Isham, Steven P.; Allen, Nancy L.
New Information about Applications of Scale Anchoring.
PUB DATE- 24 Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Criterion Referenced Tests; *Elementary School Students; Elementary Secondary Education; Item Response Theory; Multiple Choice Tests; National Norms; National Programs; *Rating Scales; *Scaling; Scores; *Secondary School Students; Student Evaluation; Testing Programs; *Test Items; Test Reliability; Trend Analysis
IDENTIFIERS- *National Assessment of Educational Progress; Open Ended Questions; *Scale Anchoring

As a result of the dual roles of the National Assessment of Educational Progress (NAEP) to measure trends in academic achievement over time and to measure what students know and can do, a scale anchoring procedure was developed. Although the NAEP provides norm-referenced information about student proficiency, the scale anchoring procedure gives criterion-referenced information about the NAEP scales. Two studies compared results of scale anchoring the same items using data for three different grades and compared results of scale anchoring based on subscale proficiencies as opposed to composite proficiencies. In all, 275 items in 5 subscales were given to 19,251 students in grades 4, 8, and 12. Scale anchoring within each grade identifies slightly different sets of items as opposed to those identified by anchoring with all grade levels. However, only two items anchored at different levels for different grades. These items had different item characteristic curves for the different grades and were scaled separately for the different grades when the items were calibrated. Scale anchoring using subscales, as opposed to composite scales, also identifies slightly different sets of items. In both cases, items that anchor under one set of conditions but not another come very close to anchoring under the second set of conditions. There are nine tables of study data and an eight-item list of references. (Author/SLD)

ED 346 139 TM 018 459

Ryan, Katherine E.

definition states that: "A student portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in (a) given area(s). This collection must include: guidelines for selecting content; criteria for judging merit; student participation in selecting content; and evidence of student self-reflection." In portfolio use, it is essential to specify the purpose of the portfolio and to place priority on instruction. The requirement for clear and consistent performance criteria is a necessity to keep students from having to guess. It is clear criteria that make the portfolio an effective assessment tool. There are four references. (SLD)

ED 346 157 TM 018 505

Arter, Judith A.; Stiggins, Richard J.
Performance Assessment in Education.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Curriculum Development; *Educational Assessment; Elementary Secondary Education; Evaluation Problems; Higher Education; Measurement Techniques; *Outcomes of Education; *Student Evaluation; Teacher Education; *Teacher Evaluation; Teacher Role; Test Construction
IDENTIFIERS- *Performance Based Evaluation; Teaching to the Test

The combination of increasing demands for accountability and the desire to measure a variety of complex educational outcomes makes the use of performance assessment an essential addition to the tools used to profile student achievement. Performance assessment in education is valuable for student assessment and for the assessment of teacher and principal performance. Lessons learned to date in the practice of performance assessment include: (1) the need for clear targets; (2) the need for an array of assessment tools; (3) the need for training; (4) cost, time, and technical issues; and (5) issues associated with high-stakes testing, such as restricting curriculum, teaching to the test, and other negative effects. Educators find themselves in a dilemma, caught between the complex outcomes that require performance assessment and the prohibitive costs of such assessments. The instructional usefulness of performance assessment is currently limited, but making teachers partners in the assessment process improves the quality of performance assessment and its instructional usefulness. A major unresolved performance assessment problem is that teachers do not have the training to use all that performance assessment offers. The nation does not appear to have the resources to solve this national problem. There is a 36-item list of references. One table summarizes applications of performance assessment in education. (SLD)

ED 346 158 TM 018 510

Sungsook, Kim C.
The Dependability of Student Ratings of Instructors across Sections.
PUB DATE- Apr 92

IDENTIFIERS- *California; *Reform Efforts

The conference reported in this document provided a forum for California's public postsecondary education officials to address issues related to the underrepresentation of ethnic minority students. An introduction provides statements on the nature of the problem, reasons for the problem, possible solutions, conference objectives, and conference format. The body of the report is divided into five sections giving the conference findings on each of the main topics of discussion. Section 1 covers organizational environment including the need for culturally diverse campus climates, improved program integration and coordination, and the need for data collection. Section 2 discusses academic support services calling for increased service evaluation, establishment of goals, ethnically diverse staff, and service coordination. Section 3 addresses student support services and focuses on the need for cooperative approaches, more role models, and increased financial aid. Section 4 covers early outreach and student preparation; and calls for improved academic preparation, plan coordination, and greater effectiveness. Section 5 discusses faculty and curriculum and the need for minority faculty recruitment and culturally diverse subject matter. Each section lists forces identified as driving or restraining the issue under discussion. Also included in each section are explanatory discussions and policy recommendations. (JB)

ED 346 176 UD 028 532

California's Changing Families: Social, Economic and Demographic Realities. Hearing before the Assembly Human Services Committee, Senate Health and Human Services Committee, and the Joint Select Task Force on the Changing Family (Los Angeles, California, March 1988).

PUB DATE- Mar 88
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Demography; *Economic Factors; *Family Characteristics; Family Programs; Federal Legislation; *Futures (of Society); Hearings; Minority Groups; Policy Formation; *Public Policy; Social Problems; *Sociocultural Patterns; State Legislation
IDENTIFIERS- *California; Family Policy

At the hearing reported in this document, 38 witnesses representing a diverse cross-section of the state testified on the condition of the California family, with some also proposing solutions. Witnesses included legislators from the federal, state, and local levels; administrative and other workers from social service agencies; representatives of the business community; professors; students from junior high school through higher education; elementary school principals; parents; union representatives; social activists; and other citizens. The witnesses addressed a wide range of topics including the following: (1) needs for increased child care and heath services; (2) initiatives on family issues at the federal level; (3) women and children in poverty; (4) educational reform reflecting the demographic and social changes in society; (5) teen pregnancy; (6) increases in and the needs of minority populations; (7) labor force development; (8) alcohol and drug abuse prevention; (9) parental involvement in education; (10) the aging workforce; (11) home care workers; (12) employment benefits; and (13) welfare reform initiatives. (JB) (a chapter from "Making the Best of Schools" by J. Oakes and M. Lipton). Also included is a list of 11 resources on tracking. (JB)

ED 346 195 UD 028 681

Gill, Wali
Who Will Teach African American Youth?
PUB DATE- Mar 91
NOTE- 19p.; Speech delivered at the Annual Conference of the Metropolitan Detroit Alliance of Black School Educators (Lansing, MI, March 16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Culture; Black Culture; *Black Education; Black History; Black Students; *Black Youth; Curriculum Development; *Educational Change; Elementary Secondary Education; Ethnocentrism; *Heritage Education; Holistic Approach; Racial Differences; *Racial Identification; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *African Americans

Disparities between Whites and African Americans exist in many areas in U.S. society. These disparities are exacerbated by social ills, including the Persian Gulf conflict. Positive change on the part of African American educators is required to combat these problems. The following four postulates for teaching African American youth are provided: (1) develop as a holistic person via African American culture; (2) be a positive role model for African American youth; (3) use effective classroom and administrative practices in order for African American youth to learn; and (4) make a commitment to two human service and two professional organizations. To go forward as a people, African Americans must look to the past and the nurturing provided for the current generation of adults, the accomplishments of African Americans must be recognized in curricula for African American students, educators must look for inspiration to people of color who have achieved, and educators and students must look to their African heritage. (SLD)

ED 346 196 UD 028 682

Madden, Nancy A.; And Others
Success for All: Longitudinal Effects of a Restructuring Program for Inner-City Elementary Schools.
SPONS. AGENCY- Abell Foundation, Baltimore, MD.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 33p.; Funding also received from the France and Merrick Foundations.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Compensatory Education; *Disadvantaged Youth; *Elementary Schools; *Equal Education; Inner City; Longitudinal Studies; Outcomes of Education; Parent Participation; Primary Education; Program Effectiveness; Reading Achievement; *Reading Instruction; *School Restructuring; *Urban Schools; Urban Youth
IDENTIFIERS- African Americans; *Baltimore City Public Schools MD; Reform Efforts

appendices containing data on racial and ethnic shifts, enrollment trends, assessed valuation trends, poverty impacted districts, per pupil revenue, tax rate comparisons, tax exchange, and tax rates. (JB)

ED 346 214 UD 028 704

Lewis, James H.
Learning from the Past--Preparing for the Future: Addressing Fair and Affordable Housing Issues in the Chicago Region.
PUB DATE- 2 Nov 91
NOTE- 16p.; Paper presented at the Conference of the Chicago Urban League (Chicago, IL, November 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *Black Population Trends; Civil Rights; *Economic Development; Elementary Secondary Education; *Ethnic Distribution; *Hispanic Americans; *Housing; Racial Differences; Racial Discrimination; *Racial Segregation; Social Problems; Sociocultural Patterns; Suburbs; Urban Areas; Whites
IDENTIFIERS- *Illinois (Chicago)

This conference paper discusses the current situation of racial differences in housing in the Chicago (Illinois) area with regard to the ramifications of the "Miliken v. Bradley" (1974) case. The Miliken case closed the door on busing and school desegregation plans crossing school district lines and in many cases, crossing municipal boundaries. It legitimized the idea that social problems could be geographically limited and that accountability for social welfare should be localized. The case's impact is far-reaching in terms of the way people think about the relationship between the predominantly Black and Hispanic American inner city and the predominantly White suburbs and who is responsible for what problems. The maintenance of separations directly affects housing and the economy within metropolitan systems. The following major topics are discussed: (1) metropolitan patterns of segregation (high segregation in Chicago with very few Blacks and Hispanic Americans living among Whites, and increased suburban populations of Blacks and Hispanic Americans, but high concentrations of each in relatively few communities); (2) community types (older enclaves, high proportion Black, rapid growth, moderate growth, and losing); (3) segregation and employment; and (4) a metropolitan approach (continued commitment to the education system, efficient public transportation and improved access of Chicago's unemployed to areas of suburban economic growth, regional commitment to economic revival of the southeast side of Chicago, and acknowledgment of the interconnectedness of the metropolitan system and recognition that unemployment and poverty in Chicago mean welfare and prison costs elsewhere). (SLD)

ED 346 215 UD 028 705

Orfield, Gary; Gaebler, Ken
Residential Segregation and the 1990 Census. Metropolitan Chicago Census Analysis Project. Report No. 1.
PUB DATE- 10 Apr 91
NOTE- 16p.; Jointly prepared by the Leadership Council for Metropolitan Open Communities.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

This paper describes a new paradigm for urban education, a school, business, and university collaboration in Cleveland (Ohio). Participating in the partnership are John F. Kennedy High School, the East Ohio Gas Company, and the Graduate Program in Administration and Supervision at John Carroll University in University Heights (Ohio). The paper focuses on three aspects of the program: (1) the additional competencies that the business partner and university associate brought to the school; (2) the synergistic influence of the business partner and the university associate on the thinking of the principal and other staff members; and (3) the resources made available to the school by the business partner and the university associate to do things that otherwise would not be done. The paper describes how helpful these opportunities were to building the spirit of the staff, students, and parents, but also how they helped a new concept for school structure and operation to emerge. Also described here is the implementation of a focused approach to the improvement of students' learning using a 5-stage staff development model, a planning team, and a pilot group of 20 teachers and administrators from the school enrolled in a 4-week summer academy to prepare themselves to implement a school improvement plan. Included are 12 references. (JB)

ED 346 234   UD 028 725

Drazen, Shelley
Student Achievement and Family and Community Poverty: Twenty Years of Education Reform.
PUB DATE- 1 Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, April 2-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Community Influence; Disadvantaged Youth; *Economic Factors; Educational Change; *Educational Trends; *Family Influence; High Schools; High School Students; Longitudinal Studies; Mathematics Achievement; *National Surveys; *Poverty; Predictor Variables; *Reading Achievement; Sex Differences
IDENTIFIERS- High School and Beyond (NCES); National Education Longitudinal Study 1988; National Longitudinal Study High School Class 1972

A study was done of student achievement and its relation to family and community poverty in light of 20 years of education reform and Chapter 1 funding since 1966. The study used the following three long-term studies of American high school students, in which measures of achievement and socioeconomic standing are meant to be comparable among different cohorts of students: (1) the National Longitudinal Study of the High School Class of 1972, which measured data for approximately 19,000 high school students; (2) the High School and Beyond Study, which measured the sophomore and senior classes of 1980 and included approximately 58,000 students; and (3) the National Education Longitudinal Survey of 1988, which measured approximately 25,000 students. The results indicate that the most potent factors in student achievement in 1972 in reading were level of parents' education, time spent on homework, non-minority racial status, and parental income. In 1988, the most potent factors were parents' educational level, non-minority status, family income, time spent on homework, and being female. For mathematics achievement, the most important factors

PUB DATE- 92
NOTE- 36p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Migrant Education; Migrant Programs; Migrant Workers; Pamphlets; *Parent Child Relationship; Parent Materials; *Parent Participation; *Parent Role; Parent School Relationship

This document consists of 15 separate one-page clip sheets each providing specific advice on key topics for migrant parents. One side is in English, the other in Spanish. The topics covered are: (1) Carry Important Papers with You (documents that migrant workers might need to enroll children in school or to obtain other services); (2) Encourage Your Children in Math and Science; (3) Family Traditions; (4) Helping Your Child in a New School; (5) Helping with Homework; (6) MSRTS (Migrant Student Record Transfer System); (7) Parents' Rights and Responsibilities; (8) Parent-Teacher Conferences; (9) Programs for Out-of-School Youth (dropout programs, high school equivalency programs, vocational education, adult education); (10) Reading at Home; (11) Visit Your Library; (12) Your Baby's Growth (from birth to 15 months); (13) Your Children Can Go to College; (14) Your Children's Dental Care; and (15) Your Child's Talents. (SV)

ED 345 918 RC 018 695

Hearing on the Challenges Facing Urban and Rural Schools before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (November 14, 1991).
PUB DATE- 92
NOTE- 100p.; Serial No. 102-85. Some pages contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Change; *Educational Legislation; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; *Federal Legislation; Hearings; Inner City; Poverty; Rural Development; *Rural Education; School Community Relationship; *Urban Education
IDENTIFIERS- Congress 102nd; *National Education Goals 1990

Testimony given at a congressional hearing on the unique problems of urban and rural schools, the federal role in addressing these problems, and the availability of resources at state and local levels is presented in this report. Representative William Jefferson described the disadvantages of urban schools, compared to suburban schools, with respect to reaching the six national education goals for the year 2000. He spoke in support of the proposed Urban Schools of America Act (USA), which would fund urban school improvement at the local level, renovation of facilities, research and evaluation activities, technical assistance, and staff development. Lois Adams-Rogers, from the Kentucky Department of Education, discussed rural poverty in Kentucky, rural cultural influences on education, the special needs of rural education, the Kentucky Education Reform Act of in small groups, shared original math story problems. Research questions examined children's: (1) beliefs about math in this problem-writing classroom, (2) math story problem-writing behavior, (3) difficulties with their self-generated problems, and (4) small-group problem solving behavior. Case studies were conducted in the context of a teaching experiment in one fifth grade classroom. Children were engaged to write, solve and then share math story problems three or four days a week during this one year study. There were three overlapping groups of participant children. Eight children were observed as they wrote and solved math story problems. Seventeen children, including the eight previously observed, were observed via audio-recordings as they shared story problems in small groups. The entire class of 25 children was interviewed or surveyed regarding their math-related beliefs. The findings indicate that these children tended to express problem-oriented and holistic beliefs about mathematics. Children showed a variety of planning behaviors during problem writing. Generally, children composed problems that they themselves had difficulty understanding or solving. Finally, children were extremely task-focused when sharing peer-generated problems in small groups. The outcome of small-group sessions was being shared. It was concluded that children's problem writing and solving behavior reflected the expectations and beliefs of this school math literacy community. The principal implication of this research for teachers is that children's original math story problems provide one important alternative source to textbook and teacher-generated math problems. Further research on the relationship between problem ownership and problem solving behavior is recommended. (49 references) (Author/MDH)

ED 345 937 SE 052 399

Rivers, Janelle
Contextual Analysis of Problems in Algebra I Textbooks.
PUB DATE- Apr 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Boston, MA, April, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Computer Uses in Education; *Content Analysis; *Equal Education; *Ethnic Bias; Ethnic Discrimination; Mathematics Curriculum; Mathematics Education; Mathematics Materials; Problem Solving; Qualitative Research; Secondary Education; *Sex Bias; Student Motivation; *Textbook Evaluation; Textbook Research
IDENTIFIERS- NCTM Curriculum and Evaluation Standards; South Carolina

This qualitative study is a two-part analysis of first year algebra textbooks adopted for use in South Carolina. Part 1 examines the five books selected in the 1984 adoption. This comparison of first year algebra textbooks examined: (1) whether the textbook authors had adjusted the traditional context of math texts at this level to reflect interest in including females and ethnic minorities in the target audience, and (2) motivational factors, comprehension cues, technical aids, philosophical position, cost, and textbook sales for the year of adoption. Part 2 extends the survey to the five textbooks selected in the 1990 adoption process and addresses the changes made by publishers in response to the National Council of Teachers of Mathematics (NCTM) standards. (Author/MDH) curriculum transformation. Curriculum transformation projects have at least three common characteristics: (1) long term sources of funding developed within the institution; (2) long range commitment to faculty development at all levels; and (3) a means to continue to involve more faculty and adminstrators in the transformation effort. Three curriculum models, a top-down model, a piggy-back model, and a consortial model, are discussed and analyzed in relation to the five key questions. It was concluded, from the experience with all these models, that when real transformation begins to happen individuals also need to recognize the pervasive and unconscious ways in which the dominant culture is reproduced in the classroom. (KM)

ED 345 955   SO 021 374

Trafton, Terry
American Influence on Okinawan Culture before 1972.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Cultural Influences; Cultural Interrelationships; *Culture Contact; Foreign Countries; Foreign Culture; *Foreign Policy; *World History; World War II
IDENTIFIERS- *Japan (Okinawa); *Japan (Ryukyu Islands)

The Ryukyu Islands form a chain stretching from the southernmost point of mainland Japan to the northern tip of Taiwan. The largest and most important of these islands is Okinawa. This paper documents the influence of other nations and cultures upon the Okinawan culture, and focuses upon U.S. cultural influence. In the mid-nineteenth century, Commodore Matthew Perry led an expedition to Okinawa as part of U.S. efforts to open Japan to trade. Okinawa proved to have great strategic significance during World War II, and the fighting caused the island's people and their culture to be devastated. The U.S. military was instrumental in the rebuilding of Okinawa and has remained a significant presence on the island to the present day. The impact of this presence upon Okinawan culture is discussed in terms of economics, education, religion, social and cultural changes, and changes in women's roles. The island was returned by the United States to Japanese control in 1972. An 18-item bibliography and two maps are among the appended items. (DB)

ED 345 956   SO 021 519

Oswald, James M.
What I Have Learned about Global Education.
PUB DATE- 21 Jun 90
NOTE- 34p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Evanston, IL, June 21, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Change; Elementary Secondary Education; *Global Approach; Social Studies; *Teaching Experience
IDENTIFIERS- *Global Education

This document contains reflections upon several decades of teaching and learning in the field of global education. Developments made in global education during the 1960s and 1970s are a main focus and a set of homilies--a distillation of

Development; Surveys; *Teaching (Occupation); Womens Education

In October 1987, approximately 5,300 female, full-time professors of music, found on the College Music Society list, were sent surveys. The complete responses numbered 1,081, and included responses to questions on subjects such as role of performance, age at which music was chosen as profession, jobs held to pay for education, obstacles to education, self-description, and areas of professional specialization. The results provided an outline of the professional roles of women and how they have been achieved. Among the findings are: (1) music as a profession was decided early in women's lives; (2) one-third attended pre-college music camp; (3) nearly half are concentrated in the areas of the keyboard and voice; (4) three-fourths considered themselves performers; (5) very few are ethnic minorities; (6) over half considered themselves non-active feminists; (7) over half have tenure; (8) 58% have yearly incomes between $20,000 and $35,000. (DB)

ED 345 980 SO 021 824

Broyles, India L.; Krawic, Joanne F.
The International School: A Case Study.
PUB DATE- 90
NOTE- 31p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockland, ME, May 2, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Curriculum Development; Curriculum Evaluation; Educational Objectives; Elementary Secondary Education; Futures (of Society); *Global Approach; Interdisciplinary Approach; Parent Participation; *Rural Education; Social Studies; Student Attitudes; Student Educational Objectives
IDENTIFIERS- *Global Education; *School Administrative District 40 ME

Many educators realize that today's children must be prepared for a world whose nations and peoples are increasingly interdependent. It is not so clear, however, how a school can transform itself to embrace this still new reality. The Union-David Gaul School in Union, Maine (students are from three rural nonindustrial towns with small populations between 1,350-2,930) has made that transition, with remarkable results. Beginning in 1987 to take efforts to reform its curriculum, the school is now called an "international school." This paper describes, interprets, and evaluates the transition as a case study in curriculum development in global education. Five major areas are addressed: the curriculum development process, the interdisciplinary curriculum, student impact, parent involvment, and teacher growth. A 16-item list of references is included. (DB)

ED 345 981 SO 021 887

Righting Your Future: LRE Lesson Plans for Today and Tomorrow.
PUB DATE- Jun 89
NOTE- 396p.; Written by SPICE III Classroom Teachers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

IDENTIFIERS- *New York; *United States Constitution

This collection of essays is intended for both the general reader and the specialist and is designed to provide the basic elements needed for an introductory survey and a reference aid to the role of New York State in the adoption of the federal Constitution. The collection is organized into five sections: theory, history, materials, people and places, and chronologies. The essays include: "The U.S. Constitution and the American Tradition of Constitution-Making" (Daniel J. Elazar); "The Ends of Federalism" (Martin Diamond). "The Constitution of the United States: The End of the Revolution" (Richard Leffler); "New York: The Reluctant Pillar" (John P. Kaminski); "A Guide to Sources for Studying the Ratification of the Constitution by New York State" (Gaspare J. Saladino); "Fiction--Another Source" (Jack VanDerhoof); "A Biographical Gazetteer of New York Federalists and Antifederalists" (Stephen L. Schechter); "A Preliminary Inventory of the Homes of New York Federalists and Antifederalists" (Stephen L. Schechter); and "A Guide to Historic Sites of the Ratification Debate in New York" (Stephen L. Schechter). The volume concludes with two chronologies, entitled respectively: "A Chronology of Constitutional Events during the American Revolutionary Era, 1774-1792"; and "A Chronology of New York Events, 1777-1788." (DB)

ED 346 000 SO 022 151

Brady, Sheila; And Others

It's Yours: The Bill of Rights. Lessons in the Bill of Rights for Students of English as a Second Language.

SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.

PUB DATE- 91

NOTE- 113p.; A title variation occurs between cover and title page.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; *Civil Liberties; Constitutional History; *Constitutional Law; Elementary Secondary Education; *English (Second Language); *Immigrants; Instructional Materials; Skill Development; Social Studies; Teaching Methods; Thinking Skills; *United States History

IDENTIFIERS- *Bill of Rights

This curriculum presents lessons and materials designed to teach immigrant students their rights and responsibilities under the U.S. legal system. The lessons employ interactive strategies, and develop higher order thinking skills as they foster English language learning. The curriculum contains eight units: (1) "Roots of Rights: Introduction to the Bill of Rights"; (2) "Free Speech, Assembly, Press: Freedom of Speech; Freedom of Press; Freedom of Assembly; Freedom to Petition Government"; (3) "Freedom to Believe: Freedom of Religion"; (4) "It's about Privacy: Freedom from Unreasonable Search and Seizure"; (5) "Rights of the Accused: Right to a Lawyer; Right to Trial by Jury; Protection Against Cruel and Unusual Punishment"; (6) "Equal Protection Under the Laws: Equal Rights"; (7) "The Bill of Rights and Your Body: Right to Privacy"; and (8) "The Right to Vote: Right to Vote and Participate." The Universal growth of the field. Anti-racist education is a parallel approach that focuses on the issues of social justice and inequality. Anti-racist theorists argue that multicultural approaches to schooling have focused on the curriculum and the classroom at the expense of examining the wider social, political, and economic influences on inequality and racism, and that multiculturalists misunderstand the causes of social inequality when they understand it exclusively in terms of culture. At present, however, there is a very limited amount of research available on functioning multicultural programs and their outcomes. It is clear that multicultural education and anti-racist education are firmly connected in their commitment to work for reform, equity, and justice. It is time for multiculturalists to respond to the concerns of anti-racist educators. An alliance between both groups is essential to the continuing growth of the field. (KM)

ED 346 023 SO 022 335

Sheive, L. T.; And Others
Adapting STePS, an Adult Team Problem Solving Model, for Use with Sixth Grade Students.
PUB DATE- 92
NOTE- 22p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Hilton Head, SC, March 5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brainstorming; Creative Thinking; Decision Making Skills; Grade 6; *Information Seeking; Intermediate Grades; Learning Strategies; *Problem Solving; Research Methodology; *Social Studies; *Teaching Methods
IDENTIFIERS- Structured Team Problem Solving

Structured Team Problem Solving (STePS) is a problem solving model for shared decision making. This project uses the model to discover if children can learn using this method, and what adaptations would be necessary for child use. Sixth grade students in their social studies class worked together in teams (6-8) to identify what they already think they know about a social studies topic. They then identify what they need to know, how they will approach this new learning, and how they will present their findings to other classmates. Students learn the six STePS procedures of brainstorming, clarifying, clustering, prioritizing, diagramming, and action planning. They learn and use the fifteen STePS techniques that include role sharing among facilitator, recorder, and checker. Students were observed using this model over a three year period. Findings from the project include the following: (1) students learn as much about a content area when they are learning via STePS as they do in a conventional teacher dominated classroom; (2) sixth grade students can assume responsibility for their own learning in social studies and when they are allowed to do they express more interest in the subject; and (3) this model can be used by sixth graders with few or no changes to the model. However, the training process used with adults needs modification to meet the needs of younger children and to match the structure of the school day. (KM)

ED 346 024 SO 022 353

La Pierre, Sharon D.

Teacher; and Knowledge of Organizational Issues. Section 2 of the inventory helps teachers formulate individual action plans to address the areas of need indicated in Section 1. The findings indicate that teachers are motivated to prepare for new formal mentor teacher roles primarily because they seek an avenue for their own professional growth and stimulation; helping novice teachers is a secondary motivating factor. In addition, this research indicates that most of the aspiring mentor teachers want, but after several years of successful teaching do not possess, the knowledge and skills to create and/or assume new teacher leadership roles. Implications of the study are discussed and a new master's degree which includes a Teacher as Leader program is described briefly. The appendixes contain the inventories used for data collection. (IAH)

ED 346 043 SP 033 782

Johnson, Daniel P.
Beyond Staff Development: A Strategic Plan for School/Community Empowerment.
PUB DATE- Nov 91
NOTE- 29p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Curriculum Development; Educational Change; Educational Objectives; *Educational Planning; Educational Strategies; Elementary Secondary Education; Inservice Teacher Education; Parent Education; Parent Participation; *Participative Decision Making; Program Development; School Community Relationship; School Districts; *Staff Development
IDENTIFIERS- *Clear Creek School District CO; Empowerment; *Strategic Planning

At the beginning of his tenure in 1987, the superintendent of Clear Creek School District (Colorado) found that the district had no written K-12 curriculum, no ongoing process for developing such a curriculum, and no systematic process for staff development. To provide for change based on projected student needs for the 21st century, the superintendent, in cooperation with students, parents, nonparent citizens, and educators, devised a strategic planning process which eventually led to the development of the Five-Year Strategic Plan for school improvement. The process included the following components: (1) curriculum development and monitoring; (2) staff development for teachers focusing on current research and instructional practice; (3) alternative education for students whose needs are not being met in the regular classroom; (4) training for parents to support mathematics skills at home; (5) team building for students, parents, staff, and community; (6) training for parents, staff, and community in site-based management skills; (7) training for teachers and administrators in alternative forms of assessing student achievement; and (8) facilitator training for staff and administrators. This paper presents: a description of the school district, a brief history of the planning process, results, and future directions. (IAH)

ED 346 044 SP 033 783

Bercik, Janet T.

development contains six lessons on three topics: body systems, disease prevention, and physical fitness. The six lessons of the family life unit are on families, human development and reproduction, and teen decisions. Each lesson plan contains student objectives, vocabulary, several student activities with corresponding guidelines for the teacher, and student worksheets. Teacher background sections contain factual information, overviews of the unit theme, and suggested teaching methods. (IAH)

ED 346 063   SP 033 823

School Health Program. Interim Guide. Grade 8.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 88
NOTE- 380p.; For related documents, see SP 033 818-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Curriculum Guides; *Educational Objectives; Family Life Education; Foreign Countries; Grade 8; *Health Education; *Health Promotion; Instructional Materials; Junior High Schools; *Lesson Plans; Mental Health; Secondary School Curriculum; Teaching Guides; *Teaching Methods; Venereal Diseases
IDENTIFIERS- Northwest Territories

This interim guide, a component of the Northwest Territories (Canada) School Health Program, contains instructional strategies, lesson plans, reproducibles, and teacher background materials for eighth grade classes. The material is organized around the three curriculum units: mental and emotional well-being, growth and development, and family life. The six lessons of the mental and emotional well-being unit focus on coping, suicide prevention, and relationships. The unit on growth and development contains eight lessons on two topics: body systems and physical fitness. The seven lessons of the family life unit are on families, human development and reproduction, teen decisions, and sexually transmitted diseases. The family life unit also contains guidelines on how to involve parents in family life education. Each lesson plan contains student objectives, vocabulary, several student activities with corresponding guidelines for the teacher, and student worksheets. Teacher background sections contain factual information, overviews of the unit theme, and suggested teaching methods. In addition, the teacher background section of the family life unit includes several community resources. (IAH)

ED 346 064   SP 033 824

School Health Program. Interim Guide. Grade 9.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 88
NOTE- 265p.; For related documents, see SP 033 818-823.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Career Awareness; Curriculum Guides; *Educational Objectives; Family Life Education; Foreign Countries; Grade 9; *Health Education; *Health Promotion;

interactions between remembrances of past school experiences and projected or current teaching practice have the potential to reinterpret the past making it useful in the present. Data were gathered from interviews and an analytic distinction is drawn between the stories themselves and the particular beliefs or action theories the informants value. For teacher educators, the tales are strongly related to present beliefs about teaching. Remembrance potentially forms a powerful part, negative or positive, of learning to teach. Memories represent one source of material which assists teacher candidates to grow into reflective professionals and is a tool with a multitude of uses for teacher educators. Teacher tales represent one reasonable point to initiate revision of the past, and more importantly challenge present beliefs. (Author/LL)

ED 346 083 SP 033 847

Nettles, Saundra Murray
Coaching in Community Settings: A Review.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Art Activities; Athletics; *Child Development; Cognitive Development; *Community Education; Elementary Secondary Education; *Individual Characteristics; *Learning Strategies; Literature Reviews; Public Speaking; Research Needs; School Community Programs; *School Community Relationship; Social Development; *Tutors
IDENTIFIERS- *Coaching; Informal Education

Coaching is a means of instruction that combines elements of mentoring and tutoring in natural community environments. Coach and student characteristics, processes of coaching, and outcomes of coaching in varied community settings and across different developmental levels are examined. Programs utilizing adults and peers from the community in fields such as sports, arts and crafts, music, and public speaking, expand the roles of peers, parents, and significant nonparental adults in children's cognitive development. This report reviews literature from sports, management, and research on teaching in informal settings to derive a functional definition of coaching. Coaching is a form of instruction that places the responsibility for learning on the learner, fosters the development and maintenance of skill through vigorous use of specific teaching practices, provides continuous feedback on performance in environments structured for practice and display of mastery, and provides social support. The review describes desirable qualities in persons who carry out the functions of coaches, specific strategies that coaches use to promote children's psychosocial development, and the influence of coaching on children's performance in school. Implications for future research and a reference list complete the document. (Author/LL)

ED 346 084 SP 033 849

Andrews, Sharon V.; Wheeler, Patricia J. Rawson
Learning Teams in the College Classroom: The One-Room Schoolhouse Revisited.
PUB DATE- Nov 91

nutrition lessons highlighting the influence of different cultural groups on Texas civilization. Nine appendices include: suggested teacher resources; bibliography; a pattern for daily food choices and school breakfast and lunch patterns; recommended dietary allowances; a food composition table; dietary guidelines for Americans; a glossary of terms; suggested instructional strategies; and a health hotline of agencies and organizations. (LL)

ED 346 102   SP 033 891

Education for Self-Responsibility IV: Nutrition Education Curriculum Guide. Grade 5-Grade 8.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Curriculum Development.
PUB DATE- 92
NOTE- 343p.; For grades K-4 and grades 9-12 curriculum guides, see SP 033 890 and SP 033 892.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Breakfast Programs; *Cultural Awareness; Cultural Pluralism; Habit Formation; *Health Promotion; Intermediate Grades; Junior High Schools; *Learning Activities; *Lesson Plans; Lunch Programs; *Nutrition Instruction; Parent Participation; Program Descriptions; Program Implementation; Special Needs Students; State Curriculum Guides
IDENTIFIERS- Child Nutrition Act 1966; Department of Agriculture; Food and Nutrition Services; Texas

This is the second part of a three part curriculum guide dedicated to improving the nutritional status of children and adolescents as well as inspiring lifetime habits of healthy eating. It is also a total nutrition education program that encompasses nutritional aspects of the child's daily life both at school and at home. Teachers are provided with specific grade-level lesson plans and learning activities that include student handouts and worksheets, teacher resource pages, and overhead transparency masters. The guide is organized into five sections. The first section describes the program and includes cultural awareness information, the interaction of nutrition education with school food service, parent involvement, and program visibility. Section 2 discusses implementation of the ESR IV curriculum guide. The third section addresses modifying ESR IV for special populations. Section 4 presents an instructor's resource guide for teaching nutrition education. The final section presents grades 5-8 nutrition lessons highlighting the influence of different cultural groups on Texas civilization. Nine appendices include: suggested teacher resources; bibliography; a pattern for daily food choices, and school breakfast and lunch patterns; recommended dietary allowances; a food composition table; dietary guidelines for Americans; a glossary of terms; suggested instructional strategies; and a health hotline of agencies and organizations. (LL)

ED 346 103   SP 033 892

Education for Self-Responsibility IV: Nutrition Education Curriculum Guide. Grade 9-Grade 12.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Curriculum Development.
PUB DATE- 92
NOTE- 283p.; For grades K-4, and grades 5-8 curriculum guides,

ED 346 121 TM 018 372

LeCount, Judith; Fox, Paul W.
When Are Two Heads Worse than One? The Effect of Feedback and Structured Learning Groups on Confidence Calibrations.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Confidence Testing; *Feedback; *Group Instruction; Higher Education; Individual Instruction; Instructional Effectiveness; *Knowledge Level; *Self Concept; *Undergraduate Students
IDENTIFIERS- Accuracy; *Confidence Calibrations; *Structured Learning Groups

Students' confidence calibrations on quizzes taken individually and again in structured learning groups were examined. Under conditions of weekly feedback on accuracy and confidence, students working as individuals and in groups were hypothesized to improve not only their accuracy, but also their calibration of confidence. Findings were based on individual and group assessments of learning over a semester on actual course material. Data include confidence ratings from 32 undergraduates (13 males and 19 females) and their 10 learning groups on a series of 11 weekly quizzes. Within groups, students improved their accuracy, but they did not appropriately adjust their confidence judgments. The benefit of improved accuracy in groups came at the cost of increased confidence for wrong answers. Neither frequent feedback nor assignment to structured learning groups appears effective at improving students' calibration of confidence, and in particular cases, either may even make it worse. Five tables and seven figures present study findings. There is a 12-item list of references. (SLD)

ED 346 122 TM 018 373

Love, Robin L.; And Others
Social Support Level and Satisfaction as Predictors of Personal Agency Beliefs in Adolescence.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Analysis of Variance; Attribution Theory; Beliefs; High Schools; *High School Students; Interpersonal Competence; *Interpersonal Relationship; Personal Autonomy; Predictor Variables; *Satisfaction; Social Cognition; *Social Support Groups; *Student Attitudes
IDENTIFIERS- Assessment of Personal Agency Beliefs; Youth Social Support Questionnaire

The relative importance of adolescents' levels of perceived social support and their satisfaction with their supportive relationships in terms of predicting personal agency beliefs (an individual's capability and context beliefs) was studied

The Impact of Different Focal Group Specifications on DIF.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Placement; *Black Students; *College Freshmen; Comparative Testing; Economically Disadvantaged; Educationally Disadvantaged; Ethnicity; Group Membership; Higher Education; *Hispanic Americans; *Item Bias; *Mathematics Tests; Racial Bias; Racial Differences; Test Items; *White Students
IDENTIFIERS- Advanced Placement Examinations (CEEB); African Americans; *Focus Groups Approach; Mantel Haenszel Procedure

Whether specification of focal group membership based on ethnicity as well as educational opportunity affects differential item functioning (DIF) of test items was studied. Subjects were 4,342 freshmen admitted to a large midwestern university who completed the 40-item Advanced Mathematics Placement Examination in the spring of 1991. There were 3,896 White, 338 African American, and 108 Hispanic American examinees. All of the Hispanic Americans and 166 of the African Americans were from high schools judged to be educationally and economically disadvantaged. The Mantel-Haenszel (MH) procedure was used to examine DIF. Although there were few verbal items, the mean MH DIF delta difference did change substantially in relation to focal group specification. There were also changes in item classification depending on the specification of focal group membership. The question of whether sample sizes for focal group measurement were adequate in this investigation is discussed. There are five tables of study data and one illustrative plot. A 23-item list of references is included. (SLD)

ED 346 140 TM 018 462

Skiffington, Frances W., Comp.
Educational Statistical Publications Available from the U.S. Government Printing Office, 1982-1991.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Research; Elementary Secondary Education; Federal Government; *Government Publications; Higher Education; National Surveys; *Research Reports; *Resource Materials; *Statistical Studies
IDENTIFIERS- *Government Printing Office

This 120-item selective annotated bibliography provides comprehensive, but not exhaustive, coverage of the publications of the U.S. Government Printing Office containing statistics on education for the period 1982 through 1991. Entries are arranged alphabetically by title and include the date published, the Superintendent of Documents Classification Number, and an abstract of the publication. In cases where the classification number has changed, an attempt has been made to identify the changes. All of the publications in this bibliography are available in the Government Documents Division of the Earl K. Long Library at the University of New Orleans (Louisiana). All of the publications are available for

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; *College Students; Course Evaluation; Equations (Mathematics); Foreign Countries; Generalizability Theory; Higher Education; Mathematical Models; *Professors; Rating Scales; *Reliability; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness
IDENTIFIERS- Hierarchical Analysis; Rater Reliability; South Korea

The consistency of ratings between two sections of a course taught by an instructor within a given semester was studied by examining sources of variation in rating instructor/course obtained through a college teacher evaluation system. Data were analyzed for five business school instructors at a Sogang University in Seoul (South Korea). Each professor taught more than two sections and had at least 10 ratings completed by students in each section. A 25-item rating form had been developed for this university. The generalizability design included a three-facet hierarchical design for section, student, and item. Results indicate that teacher performance in a given course is very consistent from section to section. If an instructor's performance is being assessed, generalizability is enhanced by combining ratings from more than one class, mainly because this increases the number of students sampled. There is a possible problem in validity associated with the use of attribute items. Averaging the responses to several attribute items may produce an index with high generalizability, but the different attributes may vary in importance to students in different courses or departments. There are five tables of study data and a 14-item list of references. (SLD)

ED 346 159   TM 018 520

Newell, Sigrin T.
Science Teachers' Perspectives on Alternate Assessment.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; Case Studies; *Educational Assessment; *Evaluation Methods; Grade 7; Grade 8; Interviews; Junior High Schools; Junior High School Students; Middle Schools; Physical Sciences; *Science Teachers; *Secondary School Teachers; *Student Evaluation; Superintendents; Supervisors; *Teacher Attitudes; Testing Problems
IDENTIFIERS- Alternative Assessment; Alternatives to Standardized Testing; Grounded Theory; Hands On Experience; *Performance Based Evaluation

To help determine how the introduction of alternate assessment can be structured to maximize its acceptance and long-term adoption by teachers, a case study was conducted of the introduction of alternate assessment in a suburban middle school in the spring of 1991. Three seventh-grade life science teachers, three eighth-grade physical science teachers, two

ED 346 177 UD 028 533

Novick, Sherry; And Others
Planning a Family Policy for California: First Year Report of the Joint Select Task Force on the Changing Family.
PUB DATE- Apr 89
NOTE- 165p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economically Disadvantaged; Family Characteristics; Family Problems; *Family Programs; Futures (of Society); Intergenerational Programs; Long Range Planning; Older Adults; *Policy Formation; *Public Policy; *Sociocultural Patterns; State Programs; *Statewide Planning
IDENTIFIERS- *California; *Family Policy

This publication presents the findings of a California State Legislature task force on the changing needs of that state's families. An introduction summarizes the report's findings and lists five principles to guide the development of public policy. The next section, "Work and Family: The Contemporary Balancing Act," explores contemporary challenges and offers directions for public policy. "From the First Generation to the Last: A Family Continuum of Caregiving" addresses caring for children and the elderly. "Raising the Next Generation: Helping Parents Parent" looks at the importance of effective parenting, the growing challenge of teen parents, and problems of health care. "Couples: Supporting Fundamental Family Relationships" seeks ways that society can support and encourage couple stability. "Families in Economic Peril" looks at income levels, economic support from the extended family, government transfer programs, and economic risk for the elderly. "Preparing Today's Children for Tomorrow's Workforce" addresses educational concerns. "Breaking Generational Barriers" advocates bringing the elderly and youth together. The concluding section, "A Call to Action," summarizes the responsibilities of various sectors of society. Included are a response form; lists of contributors to the Task Force, the National Advisory Committee, and presenters to the Task Force; and a supplementary report by California State Assemblyman Tim Leslie. (JB)

ED 346 178 UD 028 541

DeLapp, Lynn; Lawhorn, Sharron
Family Benefits in the California Workplace. The California Family Policy and Benefits Study. California Children, California Families.
PUB DATE- Aug 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employer Attitudes; *Employer Supported Day Care; *Employment Practices; *Family Programs; *Fringe Benefits; Industry; Leaves of Absence; *State Legislation; State Surveys
IDENTIFIERS- *California; Family Policy

A study was done of California employers' family policies and benefits. The study surveyed a representative sample of employers from the public and private sectors and documented current employer practices regarding family policies and benefits, employer knowledge and use of the California State Child Care Tax Credit, and employer attitudes and opinions

This document presents the effects of variations of a schoolwide restructuring program, Success for All, on student reading achievement and other outcomes in elementary schools serving large numbers of disadvantaged students. Success for All uses research-based preschool and kindergarten programs, beginning and intermediate reading programs in grades 1 through 3, one-to-one tutoring for low-achieving students, family support programs, and other elements. Five Baltimore (Maryland) schools were studied over a period of 3 years (4 schools) or 4 years (1 school). Comparisons with matched students in matched schools indicate strong positive effects on most individually administered reading measures in most schools for students who have been in the program since the first grade. In particular, 15.7 percent of participating students were reading 1 year below grade level, and 3.9 percent were 2 years behind. In the control schools, 38 percent were at least 1 year below grade level, and 11.7 percent were 2 years below. Particularly large effects were found for students who were in the lowest 25 percent of their grades on pretests. Retentions in grade were also substantially reduced, and attendance increased over time. Included are six tables and one figure and 38 references. (JB)

ED 346 197 UD 028 683

Chapter 1 Flexibility: A Guide to Opportunities in Local Projects.
PUB DATE- Feb 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Compensatory Education; Disadvantaged Youth; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal Programs; Federal Regulation; Federal State Relationship; *Program Administration; Program Design; Program Guides; Program Proposals; *School Districts
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

This booklet is a guide to assist school districts in administering Chapter 1 projects funded through the 1988 Elementary and Secondary School Improvement amendments and focuses on areas of flexibility in Chapter 1 funding. An overview of Chapter 1 flexibility emphasizes that the legislation is designed to best meet the special educational needs of educationally deprived children while reflecting local needs and circumstances. The first section, "Selecting Attendance Areas as Project Areas," discusses the flexibility in ranking and selecting Chapter 1 attendance areas. The next section, "Assessing Needs and Selecting Students," offers examples of flexibility in determining Chapter 1 subjects and grades or extending eligibility to individual children. Another section, "Deciding about Chapter 1 Instruction," discusses add-on projects, in-class projects, replacement projects, preschool programs, voluntary desegregation and school choice, schoolwide programs, and innovation projects. Further sections discuss assigning and training staff, parent involvement, state and local compensatory funds, maximizing equipment use, and further sources of assistance from Department of Education offices. (JB)

ED 346 198 UD 028 684

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Population Trends; *Census Figures; Elementary Secondary Education; *Ethnic Distribution; *Hispanic Americans; *Housing; Migration; Racial Differences; Racial Discrimination; *Racial Segregation; Social Problems; Sociocultural Patterns; Suburbs; Tables (Data); Urban Areas; Whites
IDENTIFIERS- Current Population Survey; *Illinois (Chicago); Latinos

This paper is the first in a series of reports on racial patterns in the 1990 Census, and it discusses and provides statistical data on Black and Latino segregation in Chicago (Illinois) and its metropolitan area. Computations for this report were conducted at the Chicago Urban League Research and Planning Department. One table lists the Black to White index of dissimilarity for Chicago and six county metropolitan areas; and another table lists the Black to White exposure index for Chicago and these same six county metropolitan areas. A third table lists the index of dissimilarity for 261 municipalities in 1990, in terms of Black to White, Black to Hispanic American, Hispanic American to White, and number of city blocks. Chicago and its suburbs have been extremely segregated residentially for Blacks since the great migration to the city began in World War I. Recent work on the 1980 Census found Chicago to be one of the few American metropolitan areas to be "hypersegregated." Increasing Black suburbanization has brought a significant decline in the overall segregation level in the region. The segregation level for all of metropolitan Chicago in 1980 was 91 on the dissimilarity index; by 1990, the number had declined substantially to 71. Latinos are now as segregated from Whites in the region as are Blacks. A pattern of severe isolation is developing, and the underlying trends are less favorable for Latinos than for Blacks. The future of race relations in the region will be strongly affected by whether or not Chicago evolves into integrated communities or expanding suburban ghettos. (SLD)

ED 346 216 UD 028 706

Results 2000: Progress in Meeting Urban Education Goals.
PUB DATE- 90
NOTE- 79p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College Preparation; Disadvantaged Youth; Dropout Rate; Economically Disadvantaged; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Minority Group Children; Minority Group Teachers; *National Programs; Preschool Education; *Public Schools; *School Districts; *Urban Schools; Urban Youth
IDENTIFIERS- *America 2000; Educational Indicators; *National Education Goals 1990; Progress Reporting

This report presents information on the progress that 45 of the largest urban school districts, which comprise the Council of the Great City Schools (CGCS), have made toward 6 basic educational goals in the form of several indicators. Indicators of progress on the six goals for the year 2000 are as follows: (1) increased achievement (districtwide scores on standardized achievement tests are rising, urban students' scores on nationally administered tests are rising faster than the national average, and students with special needs are achieving more through special programs); (2) school readiness (urban

in 1972 included non-minority status, being male, parental education, time spent on homework, and parental income. In 1988, they included parental education, non-minority status, family income, and time spent on homework. The only factor that seemed to change in importance was gender, although this finding may be due to the different ages tested. Included are 1 table and 10 references. (JB)

1990, and the need for federal aid. Dale Lestina represented Organizations Concerned about Rural Education (OCRE), whose goals are reforming rural school curriculum, developing rural schools as community centers, and promoting the role of rural schools in community economic revitalization. OCRE supported the proposed Rural Schools of America Act of 1991, which would fund early childhood programs, parent involvement activities, school-community linkages, capital improvement, and educational innovation. Superintendents from Tucson (Arizona) and Portland (Oregon) outlined the poor status of urban schools on the national education goals. Also included are charts of the share of statewide expenditures and poverty enrollment for 47 cities and estimated USA grants to eligible cities. (SV)

ED 345 919 RC 018 696

Campbell, Mary Ellen
The 5 B's of Success for Teaching Aboriginal Students. Monograph No. 5.
PUB DATE- Aug 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; *Beliefs; *Canada Natives; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; Intercultural Communication; Personal Narratives; *Teacher Attitudes; Teacher Role; *Teacher Student Relationship; Teaching Experience
IDENTIFIERS- Canada

This paper proposes teaching strategies that promote positive interactions and scholastic success among Native American students. It is written from the perspective of a non-Native educator who has taught on reservations and at a federal boarding school. While the strategies are geared to the teaching of Native students, the underlying principles may be applicable to any student. Teachers must recognize the value of learning, see themselves as lifelong learners, and keep an open mind about other ways of doing things. Courses in Native Studies, multicultural education, and cross-cultural communication are useful. The five "B's" all have to do with Belief. Teachers must believe first in themselves as learners, and second in their students; they must hold high expectations for student success, and be aware of and sensitive to home and community situations. Thirdly, teachers must believe that Native people are responsible for themselves and are capable of choosing their own future. Fourth, teachers must believe that the school and its staff can fulfill their mission. And finally, teachers must believe in what they teach, have a rationale for their subject materials, and recognize the need for relevance to students' lives. Personal vignettes illustrate each of these points. Seven resources for classroom techniques and activities are listed. (SV)

ED 345 920 RC 018 698

Satz, Ronald N.; And Others
Chippewa Treaty Rights. Classroom Activities. Bulletin No. 92150.
PUB DATE- Sep 91
NOTE- 228p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 345 938 SE 052 745

Austin, Joe Dan, Ed.
Applications of Secondary School Mathematics: Readings from the "Mathematics Teacher."
PUB DATE- 91
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Arithmetic; Calculus; *Enrichment Activities; Geometry; *Mathematical Applications; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Probability; Problem Solving; Secondary Education; *Secondary School Mathematics; Statistics; Teaching Methods; Trigonometry
IDENTIFIERS- Graphing (Mathematics); *Mathematics Teacher (Journal)

This book provides applications for use in the secondary school mathematics curriculum by selecting related articles appearing in the "Mathematics Teacher" during the last 15 years. The articles are grouped into chapters that reflect the main secondary school mathematics courses and categorized by the highest level of mathematics needed for understanding its contents. Each chapter begins with a short introduction outlining some early historical applications of the topic and containing a brief overview of the articles in the chapter. References are given for readers desiring additional information. The chapters are: (1) Using Applications in Teaching; (2) Arithmetic; (3) Geometry; (4) Algebra; (5) Trigonometry and Elementary Analysis; (6) Calculus; and (7) Probability and Statistics. The 78 articles are classified in two indices. Index A classifies the articles by Application Area, and Index B classifies them by Mathematical Topic. (MDH)

ED 345 939 SE 052 748

Sowder, Larry
Linking Mathematical Operations and Their Applications. Final Project Report.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 92
NOTE- 324p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; Cognitive Development; Cognitive Processes; *Curriculum Development; Division; Enrichment Activities; Fractions; Instructional Materials; Intermediate Grades; Junior High Schools; Learning Activities; Material Development; *Mathematical Applications; *Mathematical Enrichment; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Middle Schools; Multiplication; Percentage; *Problem Solving; Subtraction; Units of Study; *Word Problems (Mathematics)
IDENTIFIERS- Middle School Students; Number Sense

Recent research suggests that many middle school students approach mathematical story problems with strategies that are not based on possible meanings for the operations, yielding success for one-step problems, but providing a weak background for approaching algebra story problems. This document reports what the author has learned about global education--are put forth. (DB)

ED 345 957 SO 021 545

Ford, Jo
Engaging Students through Class Participation.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Class Activities; *College Instruction; Higher Education; *Humanities Instruction; Learning Activities; Student Educational Objectives; *Student Participation; *Teaching Experience

This paper recounts the efforts undertaken to encourage greater participation and engagement from students in a college-level humanities class. Three types of activities were utilized: (1) connected to homework and attempted to focus on assigned readings; (2) attempted to get students to foucs on what was happening in the classroom on that particular day; and (3) involved a critical thinking activity pushing students to reflect on how the content connected with their lives. The activities were generally effective in their aims; and test scores and attendance improved as well. (DB)

ED 345 958 SO 021 583

Wahlstrom, Riitta
Peace Education Meets the Challenge of the Cultures of Militarism. Peace Education Miniprints No. 11.
PUB DATE- Mar 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Influences; *Educational Objectives; Foreign Countries; International Cooperation; *Peace; Role of Education; Violence; *War; World Affairs
IDENTIFIERS- *Militarism; *Peace Education

The militaristic culture serves to imprison many of the world's peoples, and most persons are not even aware of the harmful limitations that this culture's emphasis on military preparedness, violence, and the use of force in international relations places on all humans. This paper discusses various characteristics of militarism, and peace education that has as some of its aims the conversion of cultures of militarism to cultures of peace, authoritarian education to democratic education, sexism to supporting equality between men and women, obedience and uniformity to supporting self-reliance, independence, and critical thinking and racism and nationalism to tolerance and global responsibility. A 39-item list of references is included. (DB)

ED 345 959 SO 021 585

Peace Education and the Development of Teaching Materials for Peace and Justice in Ireland. Paul Rogers, Maura Ward and The Project "Preparedness for Peace."
PUB DATE- Apr 91
NOTE- 13p.; Interview reprinted from "Peace, Environment and Education," v2 n1 p47-55 1991.

DESCRIPTORS- Constitutional Law; *Futures (of Society); Intermediate Grades; *Law Related Education; Middle Schools; Secondary Education; Social Studies; Teaching Methods

A compilation of more than 50 lesson plans on law related education, these materials were written by middle school and high school teachers from around the United States. The lessons cover a broad range of topics including "DNA Fingerprints and the Constitutional Right to Privacy"; "Censorship and Book Banning in Public Schools"; "The Death Penalty and the Fourteenth Amendment"; "Freedom of Religion and Speech: U.S. and Canada"; and "Alternatives to the Courtroom: Problem Solving through Mediation." Each lesson plan features information for teachers including an introduction, rationale, and audience, class time needed to complete lesson, goals, materials, procedure, evaluation, tips for the teacher, and a bibliography. (DB)

ED 345 982 SO 022 073

Stahl, Robert J.; And Others
Achieving a High Test Score in the Social Studies Classroom: How Student Success Depends Heavily upon Unstated Criteria Used by the Teacher.
PUB DATE- 14 Feb 92
NOTE- 63p.; An extension of a paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cues; *Educational Research; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Social Studies; Teacher Influence; *Test Construction; Testing; *Testing Problems; Test Items; *Test Reliability
IDENTIFIERS- Preservice Teachers; *Social Studies Teachers

Students in social studies classrooms frequently find themselves in situations where the information they need to provide in order to have a correct, complete response is not clear. For example, teachers frequently use cue words in questions and directions such as "identify," "describe," "analyze," and "explain." Such words are frequently used but rarely defined precisely in social studies classrooms. The use of such ambiguous terms forces students to guess what response is favored by the teacher. Thus, what students provide as answers on tests and what their scores are may be inaccurate representations of what they really know and have actually achieved. This report examines this hypothesis by focusing upon the test responses of pre-service teachers in social studies methods courses in order to illustrate how their own success on a test would be affected by the meanings and standards they and the grader used to evaluate their responses. It was found that among the pre-service social studies teachers, the terms used to cue responses to subject matter content test items were defined differently among the individuals involved and that these differences generated dissimilar expectations as to what is a complete, acceptable response to items where these cue terms are used. Implications of the findings for student success in social studies classrooms are drawn, including: if students' meanings for the identical term are different from those of their teacher and if they use their personal definitions to form a response to a test item, the chances are great that students will not be given full credit on those

Declaration of Human Rights and the Extended Bill of Rights are appended. (DB)

ED 346 001 SO 022 153

Writing for Women: Civic Education.
PUB DATE- 90
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Citizen Participation; *Citizenship Education; Developed Nations; Developing Nations; *Educational Policy; Elementary Secondary Education; Equal Education; *Females; Foreign Countries; Illiteracy; Instructional Materials; Sex Discrimination; Sex Role; *Womens Education; *Writing Skills
IDENTIFIERS- Asia Pacific Region; Australia; Bangladesh; China; Indonesia; UNESCO

Nearly 360 million women who live in the countries of Asia and the Pacific are illiterate. In this region, and in much of the world, women have restricted access to education, and are the victims of economic, social, and political marginalization. In recent years, governments have become increasingly aware that the inferior position assigned to women jeopardizes not only women's future status in society but the future of society as well. For UNESCO (United Nations Educational, Scientific, and Cultural Organization), the status of women, their full participation in development, and women's access to education, science, and culture are issues of first priority. In 1986, four countries in the Asia Pacific region (Australia, Bangladesh, China, and Indonesia) were invited to conduct a study of existing materials on civic awareness. This report presents the knowledge and experience shared and gained from the studies of the four countries that participated in a workshop in 1987. At the workshop, the participants discussed their respective studies, scrutinized and synthesized their experiences to form a regional overview, and suggested some considerations for crucial aspects of materials development: contents selection, linguistic elements and illustrations, design and layout, among others. The 20 examples of selected materials from Australia, Bangladesh, China, and Indonesia cover a wide range of topics, including: citizens' rights and responsibilities, health and nutrition, family planning, employment and work related issues, women's integrity and self-worth, women's organizations, conservation of the environment, and scientific outlook. The book is organized into three chapters. Chapter 1 consists of a regional overview derived from synthesizing each country's analysis. The second chapter presents considerations on crucial aspects of developing reading materials to raise civic awareness among women with limited reading skills. A summary of each country's analysis is presented in chapter 3. (DB)

ED 346 002 SO 022 155

Stotsky, Sandra
Restoring Quality History Teaching and Civic Education in Brookline: The Educational Context for the Recent Parent Movement.
PUB DATE- 9 Oct 91
NOTE- 13p.; Paper presented at the U.S. Department of Education Conference on Improving the Teaching of History and Civic

Mastery-Level Measurement: An Alternative Approach to Norm-Referenced Intelligence Testing Methods.
PUB DATE- 92
NOTE- 8p.; This paper was published in: "New Waves of Research in Art Education," Mary Stokrocki (Ed.), (Computer disk publication), Reston, VA: National Art Education Association, Seminar for Research in Art Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Education; *Criterion Referenced Tests; Educational Research; Intelligence Quotient; Intelligence Tests; *Mastery Tests; *Measurement Techniques; *Norm Referenced Tests; Test Construction; Test Interpretation

The measurement of intelligence (I.Q. testing method) has been based on test item construction methods that set norms for mental levels. Individual performance levels are determined by the distribution of scores based on the total group or mean score. The problem with this method of assessment for research purposes is that idiosyncratic characteristics are difficult to determine because the collective attributes or group characteristics become the norm. Individual scores fluctuate or vary due to such factors as cultural differences, test item exposure, training levels, genetics and predisposition and awareness levels, besides day-to-day events. As an alternative approach to this method, this paper explores a framework for applying mastery-level or criterion-referenced testing methods to the measurement of intelligence. Several examples were used to illustrate the potential of this method. Research done by La Pierre (1988) on spatial intelligence was used as one example. Other examples were given from research done by Gardner and Hatch (1989). The arts were used in this paper as a rich resource in regard to research on mastery-level methodology because the mastery of techniques, principles, style development as related to individuality, are key components embedded within art study. Thus the testing of mental abilities becomes the enhancement of potential through education rather than a limited concept of achievement based on the use of norms. A list of eight references is included. (DB)

ED 346 025   SP 033 466

Kleinfeld, Judith; Yerian, Sue
Preparing Prospective Teachers To Develop the Mathematical and Scientific Abilities of Young Women: The Development of Teaching Cases. Final Report.
PUB DATE- Jul 91
NOTE- 165p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Classroom Environment; Curriculum Development; Elementary Secondary Education; *Equal Education; Females; Higher Education; Instructional Materials; Material Development; *Mathematics Education; Preservice Teacher Education; *Science Education; *Sex Bias; *Womens Education
IDENTIFIERS- *Case Method (Teaching Technique); *Reality Research; University of Alaska Fairbanks

The project described in this report was designed to develop curriculum materials on gender equity issues for prospective teachers in education programs both at the University of Alaska and nationwide. Practicing teachers, together with university researchers, developed 10 teaching cases which present real-

School Based/University Collaborative Effort: A Pre Service Model.
PUB DATE- Nov 91
NOTE- 17p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Higher Education; Intermediate Grades; Junior High Schools; Middle Schools; Preservice Teacher Education; *Program Development; *Program Evaluation; Questionnaires; Student Attitudes; Student Teachers; Student Teacher Supervisors; *Student Teaching; Teacher Attitudes; Teacher Education Curriculum
IDENTIFIERS- Northeastern Illinois University

This paper discusses the principles and describes the planning and development of a student teaching program model for Northeastern Illinois University students. The program is in its fourth year and was collaboratively designed by faculty from the university and a local middle school. The model is based on the importance of communication, understanding, and trust between the school participants, the university coordinator, and the college students. The triad maintains a constant dialogue and shares decision making, with each component having the power to implement teaching methods and strategies. Among the features of the program are a school-based seminar for cooperating teachers and student teachers, focusing on topics suggested by the participants, and action research projects carried out jointly by student teachers and cooperating teachers. The appendices include a list of seminar topics, responses of student and cooperating teachers to year-end evaluation questions, and lists of clinical experiences which student teachers had and of those they would like to have. (IAH)

ED 346 045 SP 033 784

Reed, Carol J.
Political Basis of Teacher Response to Opportunities for Involvement in School Site Policy and Curriculum Decisions.
PUB DATE- Apr 92
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; Elementary School Teachers; *Organizational Change; *Participative Decision Making; *Politics of Education; *Power Structure; *School Based Management; School Restructuring; Self Efficacy; Sex Differences; Teacher Attitudes; *Teacher Response
IDENTIFIERS- *Teacher Power

This paper reports preliminary findings from a research project in progress which is based on a comparative case study of four elementary schools involved in site-based decision making legitimized by labor/management agreements. The study examines several issues: (1) how teachers exercise power in response to opportunities for affecting school-wide policy and curriculum decisions made at the school site; (2) what formal and informal

Instructional Materials; Junior High Schools; *Lesson Plans; Life Style; Secondary School Curriculum; Teaching Guides; *Teaching Methods
IDENTIFIERS- Northwest Territories

This interim guide, a component of the Northwest Territories (Canada) School Health Program, includes instructional strategies, lesson plans, reproducibles, and teacher background materials for ninth grade classes. The material is organized around the three curriculum units: (1) the mental and emotional well-being unit which has three lessons on career and life preparation and positive lifestyles; (2) the growth and development unit which includes lessons on body systems, disease prevention, lifestyle, the health care system, and health careers; and (3) the family life unit which contains lessons on family structure and role, human development and reproduction, teen decisions, and positive lifestyle practices. Each lesson plan contains student objectives, vocabulary, several student activities with corresponding guidelines for the teacher, and student worksheets. Teacher background sections contain factual information, overviews of the unit theme, and suggested teaching methods. (IAH)

ED 346 065 SP 033 825

Floden, Robert E.; Buchmann, Margret
Between Routines and Anarchy: Preparing Teachers for Uncertainty. Occasional Paper No. 138.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 23p.; This paper will be a chapter in the forthcoming book, "Detachment and Concern: Topics in the Philosophy of Teaching and Teacher Education" edited by Margret Buchmann and Robert E. Floden (New York: Teachers College Press).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; *Evaluative Thinking; Higher Education; *Interpretive Skills; Preservice Teacher Education; *Teacher Education Curriculum; *Teaching (Occupation)
IDENTIFIERS- *Uncertainty Reduction

Many aspects of teaching reveal it to be an activity imbued with uncertainty. Teachers are frequently unsure of their students' knowledge and understanding, of the effects of their instructional strategies, of the most appropriate content to cover in their limited time with students, and ultimately of their own intellectual and social authority. This paper explores what it would mean to prepare teachers, as adult learners, for uncertainty. Initial inclincations to reduce teachers' uncertainty through the introduction of routines or through more extensive subject matter study may be misguided, however, for whereas too much uncertainty may promote anarchy, too little uncertainty may engender dogmatism. Teacher educators might instead consider introducing their students to the myriad uncertainties they will face in their work, assist them in learning to judge when it may be desirable to increase certainty, and encourage them to view remaining uncertainties as an essential driving force in teaching. (Author)

ED 346 066 SP 033 826

Hollingsworth, Sandra; And Others

NOTE- 7p.; Paper presented at the Annual Meeting of the Lilly Conference on College Teaching (Oxford, OH, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *College Instruction; *Education Courses; Higher Education; Inservice Teacher Education; *Learning Activities; Learning Theories; *Peer Groups; Peer Relationship; Teacher Education Curriculum; Teacher Role; *Teaching Methods

Learning teams provide a tool to help students understand new material, enjoy the learning process, and benefit from the organizational structure of the learning environment. These teams are long term peer groupings of inservice teachers participating in a college class. The teams are developed through a six-point process: (1) students choose teams of four or five members; (2) students determine criteria for successful teamwork; (3) students read professional and content area literature in literature circles; (4) students use a team process writing approach for course assignments; (5) students use a number of strategies provided by the instructors for group interactions; and (6) students use teams for short daily discussion groups and peer teaching. Students have reported several benefits of working in learning teams: increased self-confidence as competent learners, increased learning due to the variety of perspectives on topics, increased motivation, increased participation, fewer inhibitions about participation, immediate peer feedback. The instructor adopts many roles within the context of this curricular structure, the most prominent being that of facilitator. (IAH)

ED 346 085 SP 033 851

Tierney, Dennis S.; McKibbin, Michael
Strengths and Weaknesses in California Teacher Education Programs: A Three Year Review.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Elementary Secondary Education; *Financial Needs; Higher Education; *Institutional Evaluation; Interviews; Program Administration; Program Effectiveness; *Quality Control; *State Standards; *Teacher Education Programs
IDENTIFIERS- *California Commission on Teacher Credentialing; Reform Efforts

This paper reports on results of three years (1988-1991) of state mandated external reviews of basic credential programs (elementary and secondary) at 33 California institutions of higher education. The review used teams of teacher educators, school administrators, classroom teachers, and other stakeholders to identify common strengths and weaknesses of teacher education programs. Responding to reform efforts, the teams examined institutional documents and interviewed program faculty, cooperating school district personnel, current students, recent graduates, and area employers based on 32 standards of program quality in five categories: (1)

see SP 033 890-891.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Breakfast Programs; *Cultural Awareness; Cultural Pluralism; Habit Formation; *Health Promotion; High Schools; *Learning Activities; *Lesson Plans; Lunch Programs; *Nutrition Instruction; Parent Participation; Program Descriptions; Program Implementation; Special Needs Students; State Curriculum Guides
IDENTIFIERS- Child Nutrition Act 1966; Department of Agriculture; Food and Nutrition Services; Texas

This is the third part of a three-part curriculum guide dedicated to improving the nutritional status of children and adolescents as well as inspiring lifetime habits of healthy eating. It is also a total nutrition education program that encompasses nutritional aspects of a student's daily life both at school and at home. Teachers are provided with specific grade-level lesson plans and learning activities that include student handouts and worksheets, teacher resource pages, and overhead transparency masters. The high school guide is organized into five sections. The first section describes the program including cultural awareness information, the interaction of nutrition education with school food service, parent involvement, and program visibility. Section 2 discusses implementation of the ESR IV curriculum guide. The third section addresses modifications of the program for special populations. Section 4 presents an instructor's resource guide for teaching nutrition education. The final section presents grades 9-12 nutrition lessons emphasizing diet-related diseases, prevention techniques, and current nutrition issues. Nine appendices include: suggested teacher resources; bibliography; a pattern for daily food choices, and school breakfast and lunch patterns; recommended dietary allowances; a food composition table; dietary guidelines for Americans; a glossary of terms; suggested instructional strategies; and a health hotline of agencies and organizations. (LL)

ED 346 104 SP 033 920

Dianda, Marcie
Promoting Beginning Teachers' Success in Teaching Linguistically Diverse Students: A Synthesis of Relevant Knowledge and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Teachers; *Bilingual Education Programs; Cultural Background; Elementary Secondary Education; *English (Second Language); Ethnic Groups; Higher Education; Language Research; *Limited English Speaking; Literature Reviews; Metalinguistics; Preservice Teacher Education; *Second Language Instruction; *Second Language Learning; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- Arizona; California; *Language Minorities; Nevada

This report synthesizes knowledge and instructional practices appropriate for effective instruction in classrooms comprised of students from three or more linguistic backgrounds. It specifically targets beginning teachers in Arizona, California, with data collected from 174 upper-middle class high school students (75 males and 99 females) in the San Francisco Bay Area (California), aged from 16 to 18 years. Participants' social support level and degree of satisfaction were assessed using the Youth Social Support Questionnaire. Personal agency beliefs were measured using the Assessment of Personal Agency Beliefs, measuring the capability and context beliefs that individuals hold in relation to common life goals. A one-way analysis of variance was performed using the following four social support groups as independent variables: (1) high satisfaction/high level; (2) high satisfaction/low level; (3) low satisfaction/high level; and (4) low satisfaction/low level. Five selected goals, most related to emotional health and competence in interpersonal relationships, were dependent variables. Results reveal significant group differences for both capability and context beliefs for all five goals, suggesting that when students are satisfied with their social support, the level (the number of relationships) seems to make little difference. Several theories regarding why level of perceived support is not equally satisfying are examined, and possible directions for future research are suggested. There is one table of study data, and a 21-item list of references. (SLD)

ED 346 123 TM 018 376

Snyder, Patricia; Lawson, Stephen
Evaluating Statistical Significance Using Corrected and Uncorrected Magnitude of Effect Size Estimates.
PUB DATE- Apr 92
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Interpretation; *Effect Size; *Estimation (Mathematics); *Measurement Techniques; Predictor Variables; Research Design; Research Methodology; Sample Size; Statistical Bias; *Statistical Significance
IDENTIFIERS- *Association Strength; Linear Models; Preservice Teachers Dependent Variables

Magnitude of effect measures (MEMs), when adequately understood and correctly used, are important aids for researchers who do not want to rely solely on tests of statistical significance in substantive result interpretation. The MEM tells how much of the dependent variable can be controlled, predicted, or explained by the independent variables. Why methodologists encourage the use of MEMs as interpretive aids is described, and different types of measures are discussed. Correction formulas are presented to attenuate statistical bias in MEMs. MEMs are broadly grouped into measures of effect size and measures of associative strength. Several dozen computational indices are discussed in the literature concerning MEMs. The paper reviews the following categories: (1) biased versus unbiased magnitude of association measures; (2) population versus sample indices; (3) indices for fixed versus random-effect design models; (4) univariate versus multivariate magnitude of effect measures; and (5) equivalent measures from varying perspectives of the general linear model. Eight tables illustrate formula effects for differing sample and effect sizes. Several cautions against the indiscriminate use of these measures are offered. There is a 39-item list of references. (SLD) selection by Federal Depository Libraries and may also be available in other libraries that are depositories for U.S. Federal Government documents. (Author/SLD)

ED 346 141 TM 018 465

Eberhardt, Clifford
State (SEA's) Assistance in Identifying Outstanding and Lower Performing Chapter 1 Student Achievement at the Program and Individual Level.
PUB DATE- 22 Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Disadvantaged Youth; *Educational Assessment; Elementary Secondary Education; Government Role; High Achievement; Low Achievement; *Program Evaluation; Program Implementation; Public Schools; *School Districts; Scores; Standardized Tests; State Action; *State Aid; State Government; State Programs; Test Use
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; *Oregon

Assistance offered by the State Department of Education to school districts in Oregon to help them identify aspects of student achievement under Chapter 1 of the Education Consolidation and Improvement Act (Hawkins Stafford Amendments of 1988) is discussed. Two hundred ninety-five of the 297 Oregon public school districts have Chapter 1 programs, serving a total of approximately 45,000 students. High and low performing districts are identified through standardized test scores and annual evaluation data, a process enhanced by help from the Technical Assistance Center of the Northwest Regional Laboratory. A system that considers a number of factors identifies programs needing staff attention. Summer sessions provide training for Chapter 1 coordinators. The state defines achievement goals for the districts and receives achievement reports at group and individual levels. A new focus on student achievement will be provided with the Accelerated Learning Programs for Successful Students, a program that Oregon will implement to increase the rate of learning for Chapter 1 students. Three exhibits provide information about program functions and staff. (SLD)

ED 346 142 TM 018 466

Sadek, Ramses F.; Huberty, Carl J.
On Outlier Influence in Classification Analysis.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; *Classification; *Computer Simulation; *Estimation (Mathematics); Groups; *Mathematical Models; Monte Carlo Methods; Sample Size

science supervisors, and one assistant superintendent were interviewed in the course of this study. Interviews were conducted as the middle school science teachers were revising end-of-year activities for their students and including alternative assessment in this revision. Hands-on testing was developed for both grades. On the whole, the teachers were pleased with their initial efforts at alternative assessment. Two factors encouraging sustained adoption of the new approach were dissatisfaction with the status quo and a belief that alternative assessment would help student learning. Concerns about the practical aspects of alternate assessment and resistance to change were two factors likely to tip the balance against alternate assessment. A common theme was the teachers' satisfaction with the fact that they had been given the power to design and conduct the assessment themselves. Four figures present some of the assessment questions and some aspects of test design. There is a 12-item list of references. (SLD)

ED 346 160 TM 018 521

Hennings, Sara S.; Hughes, Kay E.
Building a Performance-Based Assessment System To Diagnose Strengths and Weaknesses in Reading Achievement.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diagnostic Tests; *Elementary School Students; Elementary Secondary Education; *Evaluation Methods; Field Studies; Language Arts; Oral Reading; Reading Achievement; Reading Comprehension; *Reading Diagnosis; Reading Tests; *Secondary School Students; Semantics; Silent Reading; Spelling; Student Evaluation; *Test Construction; Test Validity; Word Recognition
IDENTIFIERS- *Diagnostic Assess Reading Trial Teach Strategies; *Performance Based Evaluation

This paper provides a brief description of the development of the Diagnostic Assessments of Reading with Trial Teaching Strategies (DARTTS) program by F. G. Roswell and J. S. Chall. It also describes the editorial and statistical procedures that were used to validate the program for determining students' strengths and weaknesses in important areas of reading and language. The DARTTS program is a unique performance-based assessment that serves as a testing/teaching diagnostic tool. The Diagnostic Assessments of Reading are short formal tests that assess strengths and weaknesses in six areas of reading and language: (1) word recognition; (2) word analysis; (3) oral reading; (4) silent reading comprehension; (5) spelling; and (6) word meaning. The informal assessment lessons of the Trial Teaching Strategies are organized by developmental levels from beginning through advanced. The tests were developed and given an initial item try-out in 1989 with 1,664 students in grades 2 through 8. A 1990-91 validation study involved 1,216 students in grades 1 through 12. The process of item development is illustrated by referring to a specific test section. The procedures that validated the DARTTS program may have applications in developing other similar instruments. There are 12 tables of study data and an 10-item list of references. (SLD) regarding these programs. A total of 476 survey responses was included in the analysis, representing 8 industry types. Major findings include the following: (1) more than 4 out of 5 employers permit at least some employees to work alternative schedules; (2) 4 out of 10 employers offer parental leave with a job guarantee after birth of a child; (3) less than 5 out of 10 employers permit employees to use accrued sick leave to care for a sick family member; (4) 1 out of 7 employers offers family counseling services; (5) 1 out of 9 employers offers 1 or more child care benefits; (6) 1 out of 25 employers offer elder care benefits; (7) large private employers and public employers most frequently offer family benefits; (8) only 1 in 100 private employers currently uses the Child Care Tax Credit enacted in 1988; (9) most employers are unsure of the effects of family policies or believe that the programs have no effect; and (10) employers show limited interest in obtaining more information on family policies and benefits. Included are 3 tables, 15 figures, and an appendix containing 8 tables. (JB)

ED 346 179   UD 028 542

California Faces...California's Future: Education for Citizenship in a Multicultural Democracy.
PUB DATE- 92
NOTE- 148p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Citizenship Education; *Citizenship Responsibility; *Cultural Pluralism; *Democracy; Economic Development; Educational Policy; Educational Quality; Equal Education; Futures (of Society); Governance; Higher Education; *Master Plans; Mission Statements; Public Policy; *Statewide Planning
IDENTIFIERS- *California

This report on California's higher education system and its Master Plan for Higher Education focuses on making California a fully multicultural democracy in which all are empowered to participate as equal citizens. The report is organized in nine sections the first of which is an introductory essay reviewing the background of the state's higher education achievements and the principles for the current review. The second section delineates the mission of the master plan. The third section discusses admission and transfers, including issues of access and minority participation. The fourth section outlines expansion and growth including the pressing need for greater capacity within the system. The fifth section discusses educational equity including state commitment, financial aid, equity for non-traditional students, faculty and staff diversity, and academic freedom and tenure. The seventh section, "Educational Quality," discusses cooperation with elementary schools and secondary schools; undergraduate education; graduate and professional education; quality in vocational education; adult and non-credit education; and assessment, accountability, and incentive funding. The eighth section explores higher education's role in California's economic and social development. A "concluding comment" urges the importance of the points presented. (JB)

ED 346 180   UD 028 545

Campbell, George, Jr.; And Others
Minority Graduation Rates: Comparative Performance of American

Sancho, Anthony; And Others
Comprehensive School Health Education for Hispanic Youth: Insights about Curriculum Adaptation.
SPONS. AGENCY- Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.
PUB DATE- Sep 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Education; *Compensatory Education; Consumer Education; *Curriculum Development; *Disadvantaged Youth; Disease Control; Drug Education; Elementary Secondary Education; Guidelines; *Health Education; Health Programs; *Hispanic Americans; Nutrition Instruction; *Spanish Speaking; Student Attitudes
IDENTIFIERS- *Comprehensive School Health Education; Hispanic American Students; Language Minorities

This guide is intended for teachers, health educators, curriculum developers, staff development specialists, and administrators responsible for teaching health to Hispanic students. It suggests ways to make health education relevant to this group in terms of the content emphasized, activities chosen, and learning styles used. The guide also provides background information about this rapidly growing population. The first chapter discusses the purpose of the guide and the use of the term "Hispanic." The second chapter is an introduction, and the third chapter "Who Are Your Students?" discusses the diversified Hispanic population in the United States and Hispanic classifications and degrees of acculturation. The fourth chapter, "Health Issues for Hispanic Youth," covers consumer health, community and environmental health, disease prevention and control, prevention of drug use and drug abuse, mental and emotional health, family life, and nutrition. The fifth chapter offers Hispanic students' responses from a focus group on health and health education. The sixth chapter, "Implications for Health Education," discusses general guidelines, the impact of culture on health education, health education content, instructional methodologies, and materials. Chapter 7 contains a conclusion. Further sections list Spanish language health resources, a subject index, and 20 references. (JB)

ED 346 199 UD 028 685

Slavin, Robert E.; Yampolsky, Renee
Success for All: Effects on Students with Limited English Proficiency: A Three-Year Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Cambodians; Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; Elementary School Students; *English (Second Language); Equal Education; *Limited English Speaking; Primary Education; Program Evaluation; Reading Achievement; *Reading Instruction; Urban Schools; Urban Youth

early childhood and preschool education programs are laying the foundations for learning); (3) graduation rates at the national average (dropout rates in some urban school districts are down); (4) preparation for post secondary education and careers (urban schools are undertaking programs that encourage more students to enter higher education and are better preparing students for careers); (5) ethnically diverse, quality teaching staff (schools are mounting several creative approaches for building and attracting a quality teaching force); and (6) higher levels of health and safety (schools are undertaking improved substance abuse prevention programs, better health care delivery programs, and facility renovation projects). An appendix describes the CGCS. (JB)

ED 346 217 UD 028 707

Garbarino, James; And Others
Children in Danger: Coping with the Consequences of Community Violence.
PUB DATE- May 92
NOTE- 281p.; A joint publication in the Jossey-Bass Social and Behavioral Science Series and the Jossey-Bass Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; *Children; Community Problems; *Coping; Cultural Context; Disadvantaged Youth; *Early Intervention; Elementary Secondary Education; Emotional Development; Inner City; School Role; Teacher Role; *Urban Youth; *Violence; War
IDENTIFIERS- Posttraumatic Stress Disorder

This book examines the threat to childhood development posed by living amid chronic community violence and the link between a child's response to growing up in an atmosphere of violence and danger and the social context established for that child by community and caregivers. The 11 chapters in the book are as follows: (1) "The Meaning of Danger in the Lives of Children" is an introductory essay; (2) "Children in War Zones: From Mozambique to Chicago" profiles the experience of children growing up in war zones in other countries, develops a preliminary look at trauma and development, and presents a model of accumulative childhood risk; (3) "The Developmental Toll of Inner-City Life" develops the argument that inner-city experiences can be compared to life in communities at war; (4) "Clinical Outcomes: Post-Traumatic Stress Disorder" looks at research, responses to trauma, consequences, clinical outcomes, and institutional responses; (5) "Resilience and Coping in Children at Risk" considers the varying responses of children who are more resilient and less resilient; (6) "School as a Refuge: The Importance of Early Intervention" explains the key role that schools can play in helping children cope with violence; (7) "Ramon and His School: A Case Study" highlights the case of a 4-year-old boy with an alcoholic and violent father; (8) "Developing Supportive Settings for Children at Risk" outlines key school program components and the importance of school atmosphere; (9) "Helping Teachers Help Children" discusses the support teachers need; (10) "The Healing Role of Play and Art" discusses the importance of having children tell their own stories for healing; and (11) "Giving the Most to Those Who Need It" is an overview. Included are 238 references. (JB)

Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; American Indian Culture; *American Indian History; American Indian Reservations; American Indians; *Class Activities; Elementary Secondary Education; *Federal Indian Relationship; Multicultural Education; Primary Sources; State History; *Treaties
IDENTIFIERS- *Chippewa (Tribe); *Wisconsin

In 1989 Wisconsin legislation mandated the integration of American Indian history, culture, and tribal sovereignty into the K-12 social studies curriculum as a component of multicultural education. This document assists teachers to fulfill that mandate, as well as to meet statutory requirements of instruction on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish, and gather. This guide is divided into self-contained teaching sections: elementary, middle school, and high school. Each section contains nine specific activities. The elementary level builds concepts and competencies for the middle school level, which does the same for the high school level. Each section: (1) presents a brief overview of the Chippewa (Anishinabe) culture, political structure, and relationship to the environment; (2) discusses the nature of the federal-Indian relationship through the treaty-making era; (3) examines the reservations established for Wisconsin's Chippewas in the mid-19th century; (4) discusses infringements on Chippewa treaty rights and acculturation efforts during the late 19th and into the 20th century; (5) outlines federal court decisions upholding reserved rights; and (6) examines the roles played by the six Chippewa bands and the state in protecting northern Wisconsin's natural resources. Each activity contains necessary background information, objectives, concepts, "fundamentals" (chiefly references to primary sources), and procedures. The 35 fundamentals are the basic elemental materials for the activities. These materials have been carefully transcribed from original documents and include letters, drawings and photographs, charts and figures, texts of treaties, and records of court litigation. Also included are a glossary and a selected bibliography of 87 entries. (SV)

ED 345 921 RC 018 699

Color Your Classroom III: An Oral Language Curriculum Guide.
SPONS. AGENCY- Department of Education, Washington, DC.; Mississippi State Dept. of Education, Jackson.
PUB DATE- 85
NOTE- 145p.; Product of Mississippi Migrant Education. For related documents, see ED 241 223 and RC 018 700-703.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Guides; Elementary Education; English (Second Language); *Learning Activities; *Listening; *Migrant Education; *Oral Language; *Vocabulary Development

This curriculum guide, designed for use with migrant students, provides oral language activities in listening comprehension, critical listening, oral expression, and vocabulary development. The activities within the four broad categories are divided into the following specific skills: (1) simple the findings and the materials developed by a National Science Foundation (NSF) funded project to supplement textbook offerings and to give a greater emphasis to meanings for the operations. The materials were field tested with middle school students and revised after consultation with an advisory panel. Despite success in helping some students, the immature strategies are resistant to change for many middle schoolers. The document is divided into two sections. The first section is the NSF final project report, containing project identification information, a summary of the completed project, technical information including the projects background and procedures, and a list of the project personnel. The second section, "Project Materials," contains the developed materials. The preface in this section discusses the underlying assumptions employed in developing the materials, types of contextual settings used for applications of addition, subtraction, multiplication, and division, and uses of open-ended lessons. The lessons are presented under six headings, mainly by operation, identifying "meaning-centered" lessons for a given setting that should be studied before "application" lessons are undertaken. The six headings are: (1) Number Sense; (2) Addition; (3) Subtraction; (4) Multiplication; (5) Division; and (6) Situational or Open-ended. (MDH)

ED 345 940 SE 052 752

Kupari, Pekka, Ed.
Mathematics Education Research in Finland: Yearbook 1989-90. Institute for Educational Research. Publication Series B. Theory into Practice 66.
PUB DATE- Nov 91
NOTE- 95p.; For the 1987-88 Yearbook, see ED 314 256.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Context Effect; *Educational History; Educational Technology; *Educational Trends; Elementary School Teachers; Elementary Secondary Education; Experiential Learning; Foreign Countries; *Mathematics Instruction; Preservice Teacher Education; Ratios (Mathematics); Science Education; Secondary School Teachers; Student Characteristics; *Study Habits; *Teacher Attitudes; Teacher Behavior; Teaching Methods; Teaching Skills
IDENTIFIERS- Czechoslovakia; *Finland; *Mathematics Education Research; USSR (Estonia)

This Yearbook 1989-90 is made up of six articles. The articles depict the ongoing discussion taking place in Finland as it reassesses the state of its mathematics education and planning measures for its development. The opening article presents an analysis of the president of the International Commission on Mathematical Instruction of some current trends in mathematics education. The following three articles represent then recent Finnish research on the area of mathematics education. The last two articles offer views about mathematics teaching and teacher education in Estonia and Czechoslovakia. The articles are: (1) Some Contemporary Tendencies in Mathematical Education (Miguel de Guzman); (2) Mathematics, Science and Technology Teachers' Conceptions about Their Professional Knowledge and Skills (Yrjo Yrjnsuuri); (3) Study Orientations of Mathematics by Upper Secondary School Students (Raija Yrjnsuuri); (4) "A Contextual Approach to the Teaching of Mathematics: Outlining a Teaching Strategy That Makes Use of Pupils' Real World Experiences and Strategies, and the Results of the First Teaching Experiment of the Project (Tapio Keranto); (5) Developments in the Teaching

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Development; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Instructional Materials; Student Educational Objectives; *Teaching Experience; *Values Education
IDENTIFIERS- *Ireland; Northern Ireland; *Peace Education

A combined interview with two educators active in peace education in Ireland, North and South, is presented in this document. Maura Ward and Paul Rogers work within the Joint Peace Education Programme of the Irish Commission for Justice and Peace and the Irish Council of Churches. In the interview, Ward and Rogers each discuss their experiences, both in training sessions for teaching staff on peace education and in the development of teaching materials on peace and justice for use in primary and post-primary schools. (DB)

ED 345 960 SO 021 586

Bjerstedt, Ake, Ed.
Articles on Peace Education: A Selective Bibliography. Peace Education Miniprints No. 14.
PUB DATE- Apr 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Foreign Countries; Global Approach; International Relations; *Peace; *Role of Education; War
IDENTIFIERS- *Peace Education

This miniprint lists examples of journal articles and chapters in edited books explicitly dealing with peace education. The major focus is on materials in English, German, and the Scandinavian languages from recent years. (Author)

ED 345 961 SO 021 587

Bjerstedt, Ake, Ed.
Psychological Aspects of Peace/War Issues: A Selective Bibliography. Peace Education Miniprints No. 16.
PUB DATE- Apr 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Conflict Resolution; Elementary Secondary Education; Foreign Countries; International Relations; *Peace; Prosocial Behavior; Psychological Patterns; *Psychological Studies; Psychology; Social Science Research; Violence; *War; World Affairs
IDENTIFIERS- *Peace Education

Teachers can be more effective and efficient as peace educators, if they know about the typical conceptions and other psychological prerequisites of their students. In addition, psychological components are important in most conflict and war situations. This bibliography provides examples of publications containing studies or discussion related to psychological aspects of war and peace and of peace education. Among the themes touched upon are psychological aspects of violent conflict resolution, psychological principles underlying effective responses to war threats, psychological effects of items regardless of how much time and effort they put into forming and writing the response. A list of 31 references is included. Four appendices containing information about the examination used in the report, responses given to the examination, and analysis of the data are included as well. (DB)

ED 345 983 SO 022 089

Smith, Michael C., Ed.; Dupuis, Adrian, Ed.
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 9-10, 1979).
PUB DATE- 82
NOTE- 92p.; For related documents, see SO 022 090-093 and ED 319 670.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational History; *Educational Objectives; *Educational Philosophy; Educational Responsibility; *Educational Theories; Feminism; Teaching Methods
IDENTIFIERS- Dewey (John); Goodman (Paul); Marx (Karl); Spalding (John Lancaster)

Six papers presented by philosophy of education specialists are gathered in this volume. The first, "Implications in Dewey for Feminist Theory in Education" by Wilma R. Miranda, discusses the social thought of John Dewey and argues that domestic virtues are significant as modes of political action. In "Jim Teaches Fang to Sit," James F. Andris analyzes the logical conditions for teaching a dog a new trick and relates these to recent contributions to the philosophical analysis of teaching. Robert Newton Barger in "The Influence of J. L. Spalding's Educational Theory on His Theology" traces the development of J. L. Spalding's theological thought from about 1880 and how it influenced his education theory. The fourth paper, "Intermediate between Clicking and Ringing: The Jingle-Jangle Fallacies" by Walter P. Krolikowski, examines how a term coined by a philosopher-psychologist is adopted and adapted by four later scholars, each finding it of use just as long as it was somewhat changed. Michael C. Smith in "Karl Marx's Philosophy of Education: A Reconstruction of Marx's Ideas on Education" reconsiders the importance of Marx's work to current discussions in the philosophy of education. In the final paper, "Paul Goodman as a Twentieth Century Advocate of a Socratic Educational Philosophy," Ronald Swartz explores how Goodman's educational philosophy is relevant for 20th century schooling. (KM)

ED 345 984 SO 022 090

Smith, Philip L., Ed.
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Ames, Iowa, November 14-15, 1980).
PUB DATE- 81
NOTE- 198p.; For related documents, see SO 022 089-093 and ED 319 670.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Administration; *Educational Philosophy; Educational Policy; Educational Responsibility; *Educational Trends; Ethics; *Social Change; Values Education
IDENTIFIERS- Dewey (John)

This document contains 13 papers presented by specialists in the philosophy of education. The papers presented were: (1)

Education (Washington, DC, October 9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Civics; *Curriculum Development; Educational Research; High Schools; *History Instruction; Multicultural Education; *Parent Participation; *Social Studies
IDENTIFIERS- *Brookline Public Schools MA

Brookline High School in the suburban Boston, Massachusetts area has been long recognized as having a reputation for academic excellence; its social studies department, for example, has been highly praised for the diverse range of courses it has offered. This paper recounts what happened to Brookline High school's social studies department in the 1980s when a series of events undermined the quality and integrity of the social studies curriculum. In the early 1980s, a number of educators at Brookline High began to take steps to revise the social studies curriculum. This revision, culminating in the elimination of the Advanced Placement European History course from the curriculum and done in the name of multiculturalism, in fact stemmed from an anti-Western orientation. The paper describes efforts made by a group of concerned citizens and parents to reinstate the A.P. European History course and to give a new direction to the social studies curriculum. (DB)

ED 346 003 SO 022 156

Haas, Mary E.
The Vietnam War through the Words of American Women Who Were There.
PUB DATE- 25 Nov 91
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Learning Activities; Secondary Education; Social Studies; Teaching Methods; *United States History; Vietnam Veterans; *Vietnam War; War; Womens Studies

This lesson plan utilizes poems and quotations of things said by women who served in the Vietnam War as a means of helping students to understand the War and its impact on those directly involved. Procedures for teaching the lesson, small group discussion questions, a 12-item list of references, and all materials containing the poems and quotations are included. (DB)

ED 346 004 SO 022 165

Jones, Richard
Four Who Dared: Women Who Made History in Rensselaer County.
SPONS. AGENCY- New York State Commission on the Bicentennial of the United States Constitution, Albany.
PUB DATE- 90
NOTE- 9p.; Reprinted from "New York and the Bicentennial," edited by Stephen C. Schechter and Richard B. Berstein, Albany: New York State Bicentennial Commission 1990, pp. 58-65.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

world classroom difficulties centering on gender issues, particularly the development of scientific and mathematical abilities in young women. This report summarizes project activities and presents abstracts as well as cases developed by teacher colleagues. The cases are being tested and refined in both elementary and secondary programs at the university during the 1991-92 school year and will then be published and submitted to selected national publications. An appendix provides relevant research articles on gender equity issues to accompany teaching cases with special reference to science and mathematics. Titles include: "Gender Equity and Educational Reform"; "...About Girls and Science"; "A Gender at Risk"; "Finding Reality among the Myths: Why What You Thought About Sex Equity in Education Isn't So"; "Sexism in the Classroom: From Grade School to Graduate School"; "The School Experiences of Black Girls"; "What's a Nice Girl Like You Doing in a Math Class?" "Sexism in Our Schools"; "Encouraging Girls in Science Courses and Careers"; and "Integrating the Sciences." (LL)

ED 346 026 SP 033 609

Woloszyk, Carl A.
A Study of School Climate in a Secondary Professional Development School.
PUB DATE- Feb 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; College School Cooperation; *Educational Change; *Educational Environment; *Educational Principles; Higher Education; High Schools; School Restructuring; Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- Michigan State University; *Professional Development Schools

During the 1990-91 school year, a study was completed on the school climate of a secondary professional development school (PDS). Since January 1989, Holt High School, an urban fringe high school located outside of Lansing, Michigan, had been designated a PDS. The major purposes of the study were to: (1) determine if changes in attitudes and beliefs had occurred over time among Holt staff; (2) ascertain whether the principles and values inherent in the design of PDSs have been accepted into the culture at Holt; and (3) identify rationale for any observed changes in beliefs over time and in the culture of the school. Subjects were 42 teachers who had been surveyed in 1986. The same instrument was used to survey the teachers, and results from the two surveys were compared using the Fisher Exact test. Personal interviews were conducted after the questionnaire was completed to provide a rationale for observed changes. Results indicate: (1) statistically significant changes occurred over time among school faculty for several belief statements; (2) the school climate has an overwhelmingly positive climate as measured by the responses to selected statements; (3) school faculty members have accepted into their value system and their school culture the underlying concepts for design of PDSs; and (4) the PDS has had a powerful influence on the beliefs and attitudes of the high school faculty. (IAH)

ED 346 027 SP 033 670

Mueller, Doris L.

power tactics teachers use; and (3) how the impact of gender and teachers' sense of efficacy influence teachers' exercise of power in response to opportunities for affecting school-wide curriculum and policy decisions made at the school site. Preliminary insights suggest: teachers wield power in a manner intended to maintain a working environment in which they feel most efficacious; some teachers find greater efficacy in individual authority than they do in group capacity; and informal power tactics are used to maintain the preferred working environment. The preliminary findings also suggest that if initiatives designed to give teachers the opportunity to participate in school-wide policy and curriculum decisions are to succeed, teacher preparation programs and the administration of school systems must reorganize to support the development of group capacity. (IAH)

ED 346 046 SP 033 786

Ackley, Blaine; Gall, M. D.
Skills, Strategies, and Outcomes of Successful Mentor Teachers.
PUB DATE- Apr 92
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Case Studies; Educational Environment; Elementary Education; Interpersonal Relationship; *Mentors; Teacher Attitudes; Teacher Education Programs; *Teacher Role; *Teaching Skills
IDENTIFIERS- *Protege Mentor Relationship

This study examines the role of effective mentor teachers by analyzing the strategies and skills they used, the obstacles and problems they encountered, and the outcomes they achieved. Data for five case studies were collected from five elementary mentor teachers, their proteges, and their principals--participants in the Oregon Beginning Teacher Support Program. Interviews and questionnaires were the sources of the data. Collaborative problem solving was the strategy most used by the mentors, followed by emotional support, energizing and motivating, and demonstration/modeling. Skills successfully used by the mentors included the social process skill of interpersonal ease, listening, knowledge of educational content, demonstration/modeling, and confidence-building. Team match and empathy for the protege were the chief sources of support for mentors, while increased professional growth ranked as the highest sources of satisfaction. The major impediment to the mentoring process was lack of time. Informants indicated that the major outcomes of the mentor program were a satisfactory relationship between mentor and protege and satisfaction with the program. (IAH)

ED 346 047 SP 033 787

Riley, James D.; Newton, Thomas A.
Issues of Governance in Teacher Education.
PUB DATE- Jan 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

By Chart and Chance and Passion: Two Women's Stories of Learning To Teach Literacy in Urban Settings through Relational Knowing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 59p.; Examples of students' work in appendix are handwritten and may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; Elementary School Teachers; Emotional Experience; Females; Learning Processes; *Literacy Education; *Multicultural Education; *Personal Narratives; *Teacher Student Relationship; Teaching Skills; *Urban Schools
IDENTIFIERS- *Relational Learning

This paper is a narrative drawn from a 6-year study of two female elementary school teachers as they are learning to teach literacy. The teachers were part of a larger longitudinal investigation on learning to teach which began with their preservice teacher programs at a research university on the west coast. This report summarizes data collected in both classrooms during a fifth year study. The stories which emerge from the data suggest that program emphasis--a cognitive understanding of both popular and research-based approaches to literacy instruction--was insufficient for teaching multiethnic children in urban classrooms. Rather, teachers' relational knowing stands out in the narrative. Factors which supported these teachers' knowing through relationship included opportunities for ongoing conversation while learning to teach, a passionate belief in themselves and their children as knowledge creators and evaluators, a willingness to create eclectic approaches to literacy characterized by relational integrity, and a propensity to look critically at both their children and themselves in relationship to evaluate the results. Several examples of children's work are appended. (Author)

ED 346 067 SP 033 827

Paprock, Kenneth E.
Response Ability versus the Cult of Coverage.
PUB DATE- 92
NOTE- 21p.; Paper presented at the National Conference on Creating the Quality School (Norman, OK, March 30-April 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); College Curriculum; *Curriculum Design; *Education Work Relationship; Futures (of Society); Higher Education; *Lifelong Learning; Mentors; Practicums; *Process Education; *Professional Education; Relevance (Education); Student Needs
IDENTIFIERS- Content Area Teaching; Problem Oriented Instruction; *School Culture

Professions are changing rapidly and at an increasing rate, confronting professionals with an unprecedented requirement for adaptability and anticipation. The accelerated growth of knowledge relevant to professions and its relationship to curricula for preparing professionals has been referred to as the "cult of coverage." School culture requires that, insofar as possible, every aspect of the profession be covered in both institutional resources and coordination; (2) field experiences; (3) curriculum; (4) candidate competence and performance; and (5) admissions and student services. This paper also raises questions about the ability of teacher education programs effectively to answer demands for change in light of limited resources and persistent university values. Policy issues related to the needs of teacher education programs generated by reform efforts are discussed and suggestions are made regarding persistent management problems in difficult times. A list of standards (by category) developed by the Commission on Teacher Credentialing is appended. (LL)

ED 346 086 SP 033 852

Freidus, Helen
Men in a Women's World: A Study of Male Second Career Teachers in Elementary Schools.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; Beginning Teachers; *Career Change; Case Studies; Cooperating Teachers; Elementary Education; *Elementary School Teachers; *Males; *Sex Differences; Sex Role; *Teacher Attitudes
IDENTIFIERS- *Teacher Stress

Although mature males who make mid-career changes into elementary school teaching share some experiences with their female counterparts, there appear to be variations in their experiences which are specific to males. Data from a cross case analysis that focuses on the career transitions of 10 second career men who became elementary school teachers indicate that both men and women experienced stress related to their financial needs, the social image related to a career in teaching, and their relationships with their cooperating teachers. However, several issues appear to be specific to the male career changer, issues related to: the nature of gender socialization in our society, the schema of teachers and teaching held by male career changers at the time of their entry into the field, and life stage concerns that motivate men to make a career change into teaching. These issues have implications for the recruitment and education of male second career teachers at the elementary level. The bibliography includes 54 references. (IAH)

ED 346 087 SP 033 853

Reiff, Judith C.; Powell, Jack V.
Learning Differences and Interactive Computer Programs.
PUB DATE- Feb 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Computer Assisted Instruction; *Computer Literacy; Early Childhood Education; Educational Strategies; Education Courses; Higher Education; Learning

and Nevada schools where numbers of ethnically, culturally, and linguistically diverse students have increased dramatically. Following an introduction, the publication is organized into four sections: (1) "The Striking Contrast between the Region's Teachers and Students" presents facts and figures concerning changing student demographics and the concurrent lack of a demographic shift in the teaching force; (2) "Basic Knowledge about Language Development and Second Language Acquisition for Beginning Teachers" presents major findings from research on language development and second language learning, discusses the role of the students' first language in English acquisition, and draws implications of this research for beginning teachers who have not received special training to teach language minority students; (3) "Effective Instructional Practices With Language Minority Students" addresses English-language-development practices and ways to examine students' different cultures; and (4) "Training and Supporting Beginning Teachers in Diverse Settings' focuses on helping beginning teachers acquire knowledge and employ practices identified as effective in teaching language minority students. A 55-item reference list is appended. (LL)

ED 346 105 TM 017 189

FairTest Examiner, Volumes 1-5, 1987-1991.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Family Fund, Inc., New York, N.Y.
PUB DATE- 91
NOTE- 319p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Achievement Tests; Educational Change; *Educational Testing; Elementary Secondary Education; Higher Education; Newsletters; Racial Bias; Sex Bias; *Standardized Tests; *Test Bias; *Testing Problems; *Test Use
IDENTIFIERS- *National Center for Fair and Open Testing; *Reform Efforts; Teacher Competency Testing

The FairTest Examiner is a quarterly newsletter that discusses the appropriate use of tests and test results. Many of the features address recent events in the field of educational testing reform. The bulletin's regular features include: current news items, a list of recommended reading material, a listing of FairTest personnel, announcements of speaking engagements by FairTest staff members, a FairTest calendar of events, a listing of FairTest publications, and an order form for obtaining selected publications. The bulletin often includes a short test and suggested answers which highlight problematic items on widely used standardized tests (LFD).

ED 346 106 TM 017 873

Guion, Robert M.
What I Wish I Knew about Assessment.
PUB DATE- Jun 91
NOTE- 24p.; Paper presented at the Annual Meeting of the International Personnel Management Association (Chicago, IL, June 24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Employment Practices; *Evaluation

ED 346 124 TM 018 385

Scherer, Marcia J.; McKee, Barbara G.

Early Validity and Reliability Data for Two Instruments Assessing the Predispositions People Have toward Technology Use: Continued Integration of Quantitative and Qualitative Methods.

PUB DATE- Apr 92

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Assistive Devices (for Disabled); *Attitude Measures; Check Lists; *College Students; Consumer Protection; Continuing Education; *Educational Technology; Hearing Impairments; Higher Education; Hypermedia; Interrater Reliability; Older Adults; Rating Scales; Test Reliability; *Test Validity

IDENTIFIERS- Assistive Technology Device Predisposition Assess; Educational Technology Predisposition Assessment; *Self Report Measures

Validity and reliability data are presented for two instruments for assessing the predispositions that people have toward the use of assistive and educational technologies. The two instruments, the Assistive Technology Device Predisposition Assessment (ATDPA) and the Educational Technology Predisposition Assessment (ETPA), are self-report checklists with a consumer form and a version to be completed by professionals. The instruments are designed to identify for consumers of technology, their families, and advocates likely sources of mismatches between the user and the technology. Criterion-related validity was assessed for the ATDPA by asking 12 older adults with hearing loss and 8 members of a continuing education group to complete the instrument and a battery of 8 other tests. Results suggest the ATDPA's value in assessing factors involved in device use. The criterion-related validity of the ETPA was supported by results with 52 college students (26 hearing impaired), including an evaluation of hypercard use. The interrater reliability of the ATDPA was studied with 30 professionals rating 3 potential users, and that of the ETPA was studied through responses of 24 raters (music education undergraduates) rating 2 potential users. Both instruments seem to do a good job assessing the predispositions toward technology use of potential consumers. Six tables present study findings. There is a three-item list of references and an appendix containing the interview questions for the ETPA criterion-related validity study. (SLD)

ED 346 125 TM 018 393

Kirisci, Levent; Hsu, Tse-Chi

Estimation of Ability Level by Using Only Observable Quantities in Adaptive Testing.

PUB DATE- Apr 92

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, IDENTIFIERS- Change Analysis; *Misclassification (Statistics); *Outliers

Using computer simulation data, the effect of a single global outlier in two-group classification analysis was explored in terms of the outcome variables of change in classification results (PCHNG), change in misclassification rate (MISDIF), and change in precision of misclassification rate estimation. The precision of misclassification rate estimation was assessed in terms of the standard deviation of misclassification rate estimates. The change of interest pertained to the standard deviation without an outlier and the standard deviation with an outlying observation. Four factors were considered: (1) number of outcome variables; (2) group size; (3) distance between the groups; and (4) location of the outlier. Results indicate that the presence of a global outlier increases the misclassification rate and influences the classification results. In general, the influence of a global outlier (in terms of MISDIF and PCHNG) increased as the sample size decreased. However, the presence of a global outlier did not affect the precision of misclassification rate estimation. Nine tables and three bar graphs present results of the Monte Carlo studies. There is a 12-item list of references. (Author/SLD)

ED 346 143   TM 018 471

Connell, Michael L.
How Do They Know? An Investigation into Student Mathematical Conceptions and Beliefs.
PUB DATE- Apr 92
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arithmetic; *Beliefs; College School Cooperation; Computer Uses in Education; Elementary Education; *Elementary School Students; *Epistemology; *Fundamental Concepts; Learning Processes; *Mathematical Concepts; Mathematics Skills; Models; Problem Solving
IDENTIFIERS- *Constructivist Theory; *Mental Imagery

Findings from prior research are drawn together to create a learning model for elementary school mathematics in the cognitive-constructivist tradition. A potential teaching/learning process consistent with the model was developed and applied in a longitudinal collaborative arrangement between university personnel and a local elementary school using a conceptually based curriculum that posed problems requiring active student involvement with physical materials to model mathematical situations, defined symbols, and developed solution strategies. As children used these materials, they actively construed the operations and principles of arithmetic. In another phase children sketched the materials and situations in a move toward abstraction. They then constructed mental images through imagining actions on physical materials. Experiences with the mental images allowed for student construction of arithmetic generalizations and problem solving skills. The computer served as another tool for constructing methods of dealing with problems. The conceptual frame of cognitive constructivism appears to provide for an awareness that understanding in elementary mathematics must involve the active search for, creation of, and use of links

ED 346 161 TM 018 547

Vispoel, Walter P.; And Others
How Review Options and Administration Modes Influence Scores on Computerized Vocabulary Tests.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; *College Students; Comparative Testing; *Computer Assisted Testing; Concurrent Validity; Difficulty Level; Error Correction; Feedback; Higher Education; *Review (Reexamination); *Scores; Test Anxiety; Test Reliability; Test Wiseness; *Vocabulary Skills
IDENTIFIERS- *Fixed Item Tests

The effects of review options (the opportunity for examinees to review and change answers) on the magnitude, reliability, efficiency, and concurrent validity of scores obtained from three types of computerized vocabulary tests (fixed item, adaptive, and self-adapted) were studied. Subjects were 97 college students at a large midwestern university who each completed one of the vocabulary tests and several measures of attitudes about review, item difficulty, and test anxiety. Review modestly enhanced test performance, slightly decreased measurement precision, moderately increased total testing time, affected concurrent validity, and was strongly favored by examinees. Computerized tests do not necessarily yield equivalent results, and such tests may have to be equated to ensure fair use of test scores. Differences in performance favoring paper-and-pencil tests in some prior studies occurred because review options were excluded from the computerized tests. Results for administration mode are inconclusive. Compared to the other types, the fixed-item test yielded the least desirable results because scores were lowest, least reliable, and most susceptible to test anxiety effects. The choice between self-adapted and adaptive tests seems to depend on examinee anxiety level. Item difficulty suggestion, rather than answer feedback, is the predominant factor facilitating performance on self-adapted tests. Included are 3 tables, 4 graphs, and 38 references. (SLD)

ED 346 162 TM 018 549

Anderson, Beverly L.; Ellis, Dolores
Does a National Test/Examination System Support or Undermine Higher Student Learning?
PUB DATE- Jan 92
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992). Attachment B contains marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Multiple Choice Tests; *National Competency Tests; National Programs; National Surveys; Standardized Tests; *Student Evaluation; Teaching Methods; Test Construction; Testing Problems; *Testing Programs; Test Use; *Thinking Skills
IDENTIFIERS- National Assessment of Educational Progress;

Engineering Schools.
PUB DATE- Dec 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Affirmative Action; American Indians; *Bachelors Degrees; Black Students; *Engineering Education; *Graduation; Higher Education; Hispanic Americans; Institutional Characteristics; *Minority Group Children; *Racial Differences; Racial Discrimination; School Holding Power; *Undergraduate Students
IDENTIFIERS- African Americans

A study was done to compare the success of undergraduate engineering schools in graduating minorities from their programs. The study developed the following three parameters that can be used to define the performance of engineering schools in graduating minorities: (1) graduation rates of minorities; (2) graduation rates of minorities relative to those of non-minorities (the Relative Retention Index); and (3) absolute number of graduates. The study used national enrollment and graduation data supplied by 118 individual institutions. Findings indicate that only 35.6 percent of the minority freshman engineering majors studied had obtained a bachelor of science in engineering degree, while the rate for non-minorities was 68.4 percent. When minority graduation rates were recalculated beginning with a sophomore year baseline, the study found that minority sophomores were retained at rates somewhat better than freshmen, with 56.7 percent of them graduating, while almost 87.4 percent of the non-minority sophomores graduated. The study also conducted intrainstitutional comparisons of graduation rates of minorities and variation in rates by ethnicity. Included are 5 graphs, 13 tables, and 2 appendices containing 2 tables of Engineering Manpower Commission data. (JB)

ED 346 181 UD 028 611

Harris, Kenneth, Ed.; And Others
Michigan Children At Risk Resource Manual.
PUB DATE- Aug 90
NOTE- 173p.; Small print of uneven density may affect legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compensatory Education; Curriculum Development; *Disadvantaged Youth; *Dropout Prevention; Dropout Programs; Dropouts; Elementary Secondary Education; *High Risk Students; Outreach Programs; Potential Dropouts; Program Development; *School Districts; Staff Development; State Programs; Vocational Education; *Youth Programs
IDENTIFIERS- *Michigan

This color-coded manual is a guide for local Michigan school districts and schools to meet the needs of children at risk, listing programs from across the state and designated information contact persons within each district. A foreword notes that the manual was developed from a statewide survey of all school districts designed to identify successful programs and to assess local schools' needs. Section 1 contains general information regarding the dropout crisis, provides a summary of

IDENTIFIERS- Language Minorities; *Philadelphia School District PA
A study was done of the effects of the "Success for All" program on limited English proficient (LEP) elementary school students, principally Cambodian students in an inner-city Philadelphia (Pennsylvania) school. The program is a schoolwide restructuring focusing on prevention and early intervention in schools serving disadvantaged students. It includes research-based innovations in curriculum and instruction in all grades, one-to-one tutoring for at-risk students, and other elements. The study evaluated the program's effects after a 3-year period of implementation. Program adaptations for the LEP population included closely integrating English-as-a-Second-Language (ESL) staff and services into the regular classroom program, focusing ESL instruction on the skills needed for success in the English reading programs, and using peer tutoring for kindergartners to help their transition into English reading. The compared Cambodian students in a matched school showed strong positive program effects on individually administered reading measures at all grade levels (kindergarten through grade 3). Positive effects on English language proficiency were also seen in kindergarten through grade 2, and positive reading effects for non-LEP students were found in kindergarten through grade 2. Included are 9 tables and 19 references. (Author/JB)

ED 346 200 UD 028 686

Gottfredson, Gary D.; And Others
Meeting the Challenges of Multicultural Education: A Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Mar 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Affirmative Action; *Demonstration Programs; Intermediate Grades; Junior High Schools; *Middle Schools; Minority Groups; Models; *Multicultural Education; Parent Participation; Program Evaluation; Program Implementation; Racial Bias; School Community Relationship; Urban Schools; Urban Youth
IDENTIFIERS- *Pittsburgh School District PA
This report presents an evaluation of the Multicultural Education Demonstration Program in Pittsburgh (Pennsylvania), an effort to address racial and ethnic diversity in a middle school. The report covers the implementation of the program since its inception in May 1989 through the beginning of the 1991-92 school year. It describes the program's status and the status of six challenges it addresses: (1) respect and understanding for all groups; (2) community confidence in the school; (3) ownership of the multicultural ideal among staff, students, parents, and the community; (4) student psychosocial development; (5) enhanced student career and educational aspirations; and (6) improvement in the academic achievement of all groups. Section I provides background in the multicultural education movement and then presents the aims of the program. Section II describes the current status of the program's six challenges and presents data on implementation of the program and on challenges that the program faces. It includes information from the perspective of students, staff, and parents who are participants in the model program. Section III

ED 346 218 UD 028 708

Report on 1989-90 Public School Dropouts from the State Board of Education Submitted to the Governor, Lieutenant Governor, and the Seventy-Second Texas Legislature.
PUB DATE- Oct 91
NOTE- 50p.; Tables in Section II contain extremely small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Dropout Characteristics; Dropout Rate; *Dropouts; High Schools; *High School Students; Junior High Schools; *Junior High School Students; Longitudinal Studies; Middle Schools; Public Schools; *School Districts; School Statistics; State Surveys; Tables (Data)
IDENTIFIERS- *Texas

This report presents data on public school dropouts in grade levels 7 and 12 in Texas public middle schools and high schools for 1989-90. The data are presented in the aggregate and by grade, and with projected cross-sectional dropout rates for each of those grades for the next 5 years. The information was provided through the Public Education Information Management System (PEIMS). Section I presents state summaries including summary counts, characteristics of dropouts, dropouts by grade, dropouts by ethnicity, dropouts by reasons given, and with a projection of cross-sectional and longitudinal dropout rates. Section II presents district groups in two tables: one tables shows data for groups of districts with the counts of dropouts, annual rates, and an estimated longitudinal rate; and the other table shows summary counts of dropouts by ethnic group for the same district groups. Section III provides a table of data for each school district in Texas indicating the number of dropouts by ethnic group, the annual dropout rate, and the estimated longitudinal rate. An appendix details PEIMS data standards for reporting dropout student data. In all, there are eight tables and two graphs. (JB)

ED 346 219 UD 028 709

Alternative Basic Comprehensive Program (Project A.B.C.). 1990-91 Final Evaluation Profile. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 26 Jul 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; *English (Second Language); High Schools; *High School Students; *Immigrants; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Evaluation; School Statistics; Second Language Learning; Urban Youth
IDENTIFIERS- New York (Bronx); New York City Board of Education; *Project ABC NY

An evaluation was done of the New York City Public Schools' Alternative Basic Comprehensive Program (Project ABC). Project ABC operated at 2 high schools in the Bronx (Christopher Columbus High School and Walton High School) and served limited English proficient (LEP) students, 227 in the fall and 286 in the spring of the 1990-91 school year. The program was designed directions; (2) complex directions; (3) main idea; (4) sequence; (5) relevant details; (6) cause and effect; (7) comparison and contrast; (8) inference; (9) propaganda techniques; (10) fact, opinion, and fantasy; (11) records and tapes; (12) television; (13) storytelling time; (14) describing; (15) discussing; (16) reporting; (17) retelling; (18) giving directions; (19) self-expression; (20) storytelling; (21) retelling for entertainment; (22) nouns; (23) pronous; (24) verbs; (25) adjectives and adverbs; (26) prepositions; (27) conjunctions; (28) categories; (29) synonyms; (30) antonyms; (31) multiple meaning words; and (32) figurative language. The skills in the guide are correlated with the numerical coding of the Migrant Student Record Transfer System Oral Language Skills Lists. Each activity page includes the skill name and number, an objective, directions, and follow-up activities. Activity pages are illustrated, with many pages suitable for reproduction for classroom use. (KS)

ED 345 922 RC 018 700

Color Your Classroom IV: A Reading Guide on the Secondary Level.
SPONS. AGENCY- Department of Education, Washington, DC.; Mississippi State Dept. of Education, Jackson.
PUB DATE- 86
NOTE- 145p.; Product of Mississippi Migrant Education. For related documents, see RC 018 699-703.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Guides; *Functional Reading; *Learning Activities; *Migrant Education; Reading Comprehension; *Reading Games; *Reading Instruction; Secondary Education; Structural Analysis (Linguistics); Vocabulary Development

This curriculum guide, designed for use with secondary migrant students, contains activities in the reading areas of structural analysis, literal comprehension, inferential comprehension, vocabulary, and reading in the content areas. Within these four broad areas, activities are presented in the following specific skill areas: (1) hearing syllables; (2) using syllables; (3) root words; (4) compound words; (5) contractions; (6) prefixes; (7) suffixes; (8) main idea; (9) related details; (10) classification; (11) sequence; (12) conclusion; (13) following directions; (14) cause and effect; (15) generalization; (16) figurative language; (17) summarizing; (18) punctuation; (19) critical (creative) reading; (20) predicting outcomes; (21) sight words; (22) multiple meanings; (23) time and identity signal words; (24) word meanings; (25) context; (26) appropriate reading speeds; (27) following directions; (28) chart, graph, and map reading; (29) locational skills; and (30) organizing. The skills are correlated with the numerical coding of the Reading Skills List published by the Migrant Student Record Transfer System. Each activity page contains the skill name and number, the objective, directions, and follow-up activities. The pages are illustrated, with many suitable for reproduction for classroom use. The functional reading activities are presented in a high interest format, emphasizing games and "hands on" approaches. (KS)

ED 345 923 RC 018 701

of Mathematics in Estonia (Olaf Prinits); and (6) The System of Teacher Education in Czechoslovakia with Special Reference to Mathematics Teachers' Education (Jaroslav Bartak). (MDH)

ED 345 941 SE 052 784

Goddard, Ruth; And Others
Strength in Numbers: A Resource Book for Teaching Adult Numeracy.
PUB DATE- Sep 91
NOTE- 315p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; Adult Basic Education; Adult Education; *Adult Literacy; Cooperative Learning; Division; Educational Strategies; Enrichment Activities; Estimation (Mathematics); Experiential Learning; Foreign Countries; Fractions; Instructional Materials; Learning Activities; Literacy; Mathematical Applications; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Metric System; Multiplication; *Number Concepts; Percentage; *Resource Materials; Small Group Instruction; Subtraction; Units of Study; Worksheets
IDENTIFIERS- Money Skills; *Numeracy Education

This publication is a resource for those who teach basic mathematics to adults. It assumes very little knowledge or formal mathematics by teachers, tutors and students and provides background, strategies and rationale for people inexperienced in teaching adult numeracy as well as new ideas for the experienced teacher. The worksheets and activities have been especially designed for adults and the language used is suitable for students with low level literacy skills. The book is divided into six sections: Getting Started; Exploring Numbers; Addition and Subtraction; Multiplication and Division; Money and Metrics; and Fractions and Percentages. The materials and methods used in this book encourage students to learn through interaction and co-operation, which involves the use of discussion, practical activities and hands on materials. (Author)

ED 345 942 SE 052 796

Escalante, Jaime
The Jaime Escalante Math Program.
PUB DATE- 90
NOTE- 21p.; This article first appeared in the Journal of Negro Education, Vol. 59, No. 3 (Summer 1990), published by the Bureau of Educational Research, Howard University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advanced Placement Programs; Advanced Students; Calculus; *Educationally Disadvantaged; Educational Principles; *Enrichment Activities; High Schools; Mathematics Education; *Mathematics Instruction; *Minority Groups; Parent Participation; Parent School Relationship; School Community Relationship; Student Attitudes; Student Motivation; Student Recruitment; *Summer Programs; Teaching Methods
IDENTIFIERS- California (Los Angeles); Escalante (Jaime); *Jaime Escalante Math Program

This article describes the Jaime Escalante Math Program, a system that in 1989 helped an East Los Angeles high school set a war and peace, and the empowerment of individuals and groups to become more involved in and effective at peace-promoting activities. Many of the studies of the 1980s dealt with reactions to the nuclear war threat. The major focus of the bibliography is on materials written in English from recent years, with additional drawn from German and Scandinavian publications. Six of the more basic publications have been marked with asterisks. (Author/DB)

ED 345 962 SO 021 588

Bjerstedt, Ake
The Difficulties of Peace Education. Peace Education Miniprints No. 17.
PUB DATE- May 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Controversial Issues (Course Content); *Educational Objectives; Elementary Secondary Education; Foreign Countries; Global Approach; International Relations; Moral Issues; Role of Education; Social Change; Social Studies; *Teacher Attitudes; *Teaching Experience; Values Education; World Affairs; *World Problems
IDENTIFIERS- *Peace Education

Many teachers feel uncertain when given the task of teaching peace education because of the relative novelty and controversial character of this field. This document examines some of the difficulties and obstacles involved in peace education. First, various views of society, the school, and the change process are reviewed in relation to peace education efforts. Then, more specific barriers are discussed, using examples from the Malmo School of Education project, "Preparedness for Peace." Finally, certain measures aimed at coming to terms with the difficulties are outlined. A 22-item list of references is included. (Author/DB)

ED 345 963 SO 021 595

Greenberg, Judith E.; Carey, Helen H.
Jackdaws Teacher's Guide.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Resources; *History Instruction; Learning Activities; *Primary Sources; *Resource Materials; Secondary Education; Skill Development; Social Studies; Student Educational Objectives; Teaching Guides; Teaching Methods; United States History; World History
IDENTIFIERS- *Jackdaws

This teacher's guide describes "Jackdaws"--materials that emphasize the use of primary and secondary sources in the teaching of history. A typical Jackdaws kit contains reproductions of primary and secondary source materials; broadsheets, which present detailed background information on the subject matter of the kit; and notes on the documents. Jackdaws are structured in a number of ways: around a historical event (for example, the French Revolution); around a person (Tutankhamun); around a topic (Life in Africa); around a

"Plato's 'Philosopher King': Position Impossible" (V. C. Morris); (2) "The Rhetoric and Reality: Current Research Emphases Concerning Educational Administrative and Organizational Behavior" (E. J. Van Meter); (3) "Education and Alienation: A Development of Marx's Theory of Education" (M. Smith); (4) "The Quest for Individual Power: A Response to Social Ennui" (B. Shoop); (5) "Dewey on Morality and the Morally Educative" (N. Hellman); (6) "Why Dewey's Method Failed as Social Criticism: A Response to Revisionist Positions" (W. R. Miranda); (7) "President's Address: Orthodoxy and Dissent in Religious Affiliated Institutions of Higher Education" (A. M. Dupuis); (8) "Folklore on 'The Self Concept'" (J. Merritt); (9) "'One for All, and All for One' or 'Each Man for Himself?' G. H. Mead's Analysis of Patriotism" (P. A. Torvik); (10) "Playful Gaming" (A. Makedon); (11) "Some Comments on Definitions in Education" (C. Schley); (12) "The Case of the Renegade Principle: Collective Perceptions in the Ethics of School Leadership" (C. Wolf); and (13) "Chariots of the Clods: Philosophy of Education and the A.E.S.A. Standards." The Society's business report and membership list are documented as well. (KM)

ED 345 985 SO 022 091

Smith, Michael C., Ed.
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Chicago, Illinois, November 11-12, 1983).
PUB DATE- 84
NOTE- 121p.; For related documents, see SO 022 089-093 and ED 319 670.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Anti Intellectualism; *Curriculum Design; *Educational History; *Educational Philosophy; *Educational Responsibility; Ideology; Liberal Arts; Progressive Education; Teaching Methods

Eight papers addressing issues in the philosophy of education are featured in this document. These include: (1) "The Relation of 'The Paideia Proposal' and Ortega's Philsosphy of Education" (A. Donoso); (2) "Adler: Ideological Imperialist" (G. W. Stickel); (3) "Anti-Intellectualism and 'The Paideia Proposal'" (D. G. Smith); (4) "Intellectual Capacities and the Liberal Arts" (R. B. Nordberg); (5) "Mortimer Adler and the Progressive Tradition" (A. R. McAninch); (6) "Student Choices and a Standardized Curriculum Reconsidered" (R. Swartz); (7) "Classical Living and Classical Learning: The Search for Equity and Excellence" (P. L. Smith; R. Traver); and (8) "Disbelief in the Classroom: Second Thoughts" (W. P. Krolikowski). The document also contains a list of the Society's officers and committees, minutes of the business meeting, and the treasure's report. (KM)

ED 345 986 SO 022 092

Craig, Robert, Ed.; Neff, Frederick C., Ed.
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society 1977.
PUB DATE- 78
NOTE- 104p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational History; Educational Philosophy;

EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Constitutional History; *Dramatics; Feminism; *Grade 4; Intermediate Grades; Learning Activities; *Local History; Sex Fairness; *Social Studies; United States History; *Womens Studies
IDENTIFIERS- *New York (Rensselaer County)

Designed to dramatize constitutional issues in the history of Rensselaer County, New York, the struggle for women's rights is the focus of this play that is intended for fourth grade students as part of their local history curriculum. The play has four objectives: to enable students to understand the meaning of inequality, to show how the lives of women and blacks were affected by inequality, to illustrate how ideas about changing women's lives differed, and to relate past inequalities to the present. The play itself involves four famous pioneers in the struggle for equal rights for women--Emma Willard, Susan B. Anthony, Harriet Tubman, and Kate Mullaney--each of whom had a connection to Rensselaer County. (DB)

ED 346 005 SO 022 167

Begos, Jane D.; And Others
First Ladies of New York State.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; Grade 7; History Instruction; Junior High Schools; *Learning Activities; Social Studies; State Government; *State History; State Officials; *Womens Studies
IDENTIFIERS- Clinton (Cornelia Tappen); *First Ladies (State); Jay (Sarah Livingston); *New York

These documents are designed to help seventh grade students in New York State understand the role of women and the structure and function of the family in both New York and U.S. history. Students are introduced to the state's first two first ladies: Cornelia Tappen Clinton (1744-1800) and Sarah Livingston Jay (1756-1802). Between 1777 and 1804, George Clinton served seven terms as governor of New York, while John Jay, the first Chief Justice of the United States Supreme Court, was elected as the state's chief executive in both 1796 and 1798. Individual profiles of the lives and times of Cornelia Tappen Clinton and Sarah Livingston Jay are featured. A separate document for teachers suggesting educational activities utilizing the profiles of the first ladies is included. (DB)

ED 346 006 SO 022 168

Schechter, Stephen L.
The Bill of Rights as a Blueprint for Self-Government.
PUB DATE- 91
NOTE- 29p.; Revised version of a paper delivered at the Teacher Institute Sponsored by the New York State Bar Association

Building a Teacher Education Knowledge Base.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Curriculum Development; *Educational Philosophy; Elementary Secondary Education; Higher Education; Instruction; Literature Reviews; Methods Courses; *Program Design; Resource Materials; *Teacher Education Programs; *Teacher Educators; Teacher Role; *Teaching Skills
IDENTIFIERS- *Knowledge Base for Teaching

This paper reviews several definitions and descriptions of the term knowledge base, identifies potential sources, and offers a guide for teacher education faculty who are considering the need to undergird their programs with appropriate knowledge bases. Questions such as how to begin the process of building a knowledge base, the steps involved, and what questions to ask are addressed, with insights from the relevant literature as well as from experience. Some suggestions for teacher educators to begin constructing a knowledge base include: (1) analyzing and making explicit their own beliefs regarding the roles that prospective teachers must be able to fulfill in schools and classrooms; (2) seeking a reasonable degree of consensus with the liberal arts faculty through a variety of information gathering methods; (3) committing to the attainment of a program philosophy which will preserve and enhance institutional uniqueness; (4) developing courses and curriculum reflecting the program theme; (5) specifying desired program outcomes; (6) selecting a set of source documents containing essential knowledge; and (7) designing a program model. A list of 23 references is appended. (LL)

ED 346 028 SP 033 680

Moon, Seng Seok
Theory-Practice Linkage in the Foundational Studies Curriculum for Preparing Professional Teachers.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- *Curriculum Development; Education Courses; Elementary Education; Foreign Countries; *Foundations of Education; Higher Education; *Practicums; Preservice Teacher Education; *Teacher Education Curriculum; *Theory Practice Relationship
IDENTIFIERS- *Singapore

Preservice teacher education curriculum development in Singapore has had to confront the problem of more closely integrating theory with practice. In an effort to do this, the foundational studies curriculum was established in the National Institute of Education in Singapore. Foundational studies covers a broad range of compulsory subjects, such as educational philosophy, psychology, sociology, and certain required academic subjects. The paper describes attempts to bridge the theory-practice gap, using three historical phases of teacher education development in Singapore as the framework. The three phases are: (1) pre-1972, dominated by a traditional training model; (2) 1973-1981, characterized by change and qualitative improvements in the

DESCRIPTORS- Decision Making; Faculty College Relationship;
*Governance; Higher Education; *Professional Autonomy; Program
Administration; *Schools of Education; *Teacher Education
Programs; *Teacher Educators
IDENTIFIERS- *Control Factors (Administrative); *Process Analysis

Issues of governance pervade the teacher education field due to the diverse agendas which influence the function of teacher education programs at the institutional level. The purpose of this article is to explore the philosophy and processes of governance. In order to clarify philosophical issues, the following questions are addressed: (1) Are governance structures in teacher education a means to influence or to react to events? (2) What are the beliefs of teacher educators about how they can influence external/internal forces impinging on teacher education? (3) What are the beliefs of teacher educators with respect to the participation of others in control of teacher education? Two questions frame the discussion on processes of governance: (1) How does teacher education establish an appropriate level of autonomy within the university community; and (2) How does the teacher education unit establish an appropriate level of autonomy with respect to external influences? It is concluded that an explicit philosophy of governance must be developed and made apparent within each teacher education program and that the processes of governance must be addressed as an extension of the consensual philosophy. (LL)

ED 346 048 SP 033 790

Lampe, Judith R.; Walsh, Sharon K.
Reflective Teachers' Ethical Decision-Making Processes.
PUB DATE- Apr 92
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; *Developmental Stages; Education
Majors; Elementary School Teachers; Elementary Secondary
Education; Ethical Instruction; Higher Education; *Moral
Development; *Moral Values; Teacher Education; Teacher
Educators; Teacher Responsibility; *Value Judgment
IDENTIFIERS- Defining Issues Test; Dilemma Discussion Approach;
Kohlberg (Lawrence); *Reflection Process

Many indicators point to a crisis of confidence and credibility in the role of the teacher as a professional and moral leader. In response, many educational researchers are recommending that reflective teachers examine the moral and ethical issues embedded in their everyday thinking and behavior. A study was conducted, therefore, to identify and compare moral decision-making processes of education students, practicing teachers, and teacher educators by determining their corresponding stages of moral development and the factors which impact their decisions. Subjects (N=240) completed the Defining Issues Test (DIT) and educational dilemma vignettes and ranked reasons impacting their decisions. Findings provide empirical data to test the relationship between levels of ethical education, moral development, and practical dilemma decisions and to identify significant differences in the type of ethical decisions educators make and reasons that impact those decisions. Appendixes include: a list of references, the complete text of one vignette, and five tables which include didactic and practicum components of the curriculum. This paper examines content-based and problem-based approaches to professional learning. Questions about what is truly essential are discussed and recognition given to the fact that students need not learn everything within the confines of the school. Apprenticeships, mentor programs and other real-life educational opportunities are becoming available while learning as a lifelong process is being acknowledged as well. When today's students are in mid-career, practice will be different, therefore, students need to learn to adapt and handle not only well defined situations, but also difficulties and anomalies that will be encountered in the future. (Author/LL)

ED 346 068   SP 033 828

Wright, June L.; Kasten, Barbara J.
New Lenses for Self Discovery.
PUB DATE- Feb 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Cognitive Style; Elementary Secondary Education; Higher Education; *Metacognition; *Perspective Taking; Preservice Teacher Education; Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; *Teaching Styles
IDENTIFIERS- Reflection Process; *Reflective Supervision; Reflective Teaching

This model of student teacher supervision focuses on providing new lenses through which teacher candidates can view and interpret their own perspectives. The model further assists teacher candidates in broadening their vision to develop an increased awareness of diversity and a need for multiple teaching strategies. This supervision approach includes: self reflection; reflective supervision; reflecting in journals; reflecting on personal teaching; reflecting on action research in which student teachers design an original case study gathering demographic information about an individual child; and reflecting on teaching styles, thinking styles, personal highlights and concerns of the teaching experience, and parenting styles. By examining the way they themselves learn and interact with others, teachers may become more sensitive to individual differences within their own classrooms. University supervisors who model shared reflection and discuss their metacognitive awareness of how they process multiple perspectives can share a rich reflective environment with teacher candidates. The appendix provides a two-part thinking and learning styles model for promoting perspective taking. (LL)

ED 346 069   SP 033 829

Nagel, Nancy; Driscoll, Amy
Dilemmas Caused by Discrepancies between What They Learn and What They See: Thinking and Decision-Making of Preservice Teachers.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Strategies; Preservice Teacher Education; *Student Attitudes; *Teaching Methods
IDENTIFIERS- Learning Style Inventory (Kolb)

Sixty-five early childhood preservice students were administered the Kolb Learning Style Inventory and a survey to determine computer importance, knowledge, and attitude. The majority of the students were concrete experiential and active experiential. Forty-five percent of the subjects were primarily Divergers with the Accommodator being the preferred quadrant. Role play was the instructional strategy most preferred on the pre- and post-survey. Lecture, independent study, and computer assisted instruction were the least preferred. The students who were primarily concrete experiential had a moderate relationship to computer importance and computer knowledge. The reflective observation subjects had a negative relationship to computer attitude. There were no significant differences in the results of the survey after the students had completed five computer based lessons. Descriptions of the four computer based lessons used in this study are included. Recognizing individual differences and providing varied activities should be modeled in the college classroom. Twenty-seven references are given. (Author/IAH)

ED 346 088   SP 033 854

Lemberger, Dorothy
The Mantle of a Mentor: The Mentor's Perspective.
PUB DATE- Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Assertiveness; *Beginning Teacher Induction; Change Agents; Educational Change; Elementary Secondary Education; Helping Relationship; *Leadership Responsibility; Leadership Styles; Leadership Training; *Mentors; *Role Conflict; Role Perception
IDENTIFIERS- Egalitarianism; *Protege Mentor Relationship; Reform Efforts

The study described in this paper was conducted to examine mentoring from the mentor teachers' perspective and describe what it means to be a teacher leader in a profession long characterized as egalitarian. Three paths are followed in an effort to understand the mentor's perspective: (1) the current vacuum in instructional leadership; (2) the social realities of schools that have encouraged teacher egalitarianism; and (3) the intersection where the innovation of mentor teacher programs meets teacher egalitarianism. Participants in the study (N=17) were first, second, and third year mentors who responded to in-depth interviews. Results suggest that mentoring occurred on three levels: (1) strongly assertive, in which mentors imparted expertise, interacting with teachers in classrooms intensively enough to bring about change; (2) moderately assertive, in which mentors led workshops and other out-of-classroom activities; and (3) weakly assertive, in which mentors wrote curriculum and maintained a co-equal facilitating stance. Two-thirds of the mentors exerted only a moderate or weak assertiveness, unwilling or unable to enter colleagues' classrooms. The fact that mentors find the mantle of leadership confusing, uncomfortable, even painful, implies that if mentor teachers are to bring about educational reform, structural

Methods; Evaluators; *Knowledge Level; *Measurement Techniques; Personality Traits; *Personnel Evaluation; Personnel Management; Personnel Selection; Position Papers; Predictive Measurement; Program Evaluation; Standardized Tests

Reflecting on a career spent in assessment in personnel selection and managment, the author lists 12 things (items) that he wishes he knew about assessment. The first four items are underdeveloped ideas set aside because of the field's preoccupation with equal employment opportunity. A second set (items five through eight) comes from intellectual neighbors in other disciplines. Items 9 through 12 grew from pure frustration. The author wishes that he knew: (1) how to handle predictions of different criteria when predictions are inconsistent; (2) how to individualize assessments in making employment decisions; (3) what personality variations to assess for what kinds of performance problems, how they might be assessed, and what their assessment would add to the accuracy of predictors of performance or other job-related behaviors; (4) how to select teams or replacement members of existing teams; (5) what a "standardized" test really is; (6) whether excellence in measurement is really much better than excellence in non-metric assessment; (7) more about test-taking strategies; (8) more about program design and evaluation; (9) whether simulations and related content assessments really work and aid traditional aptitude assessments; (10) more about the physical demands of jobs; (11) why it is no longer assumed that decision makers have brains; and (12) how to handle those who do not recognize the need for improved assessment. Included are two tables, an eight-item list of references, and one flowchart. (SLD)

ED 346 107 TM 018 202

Sanders, Petrus Franciscus
The Optimization of Decision Studies in Generalizability Theory.
PUB DATE- 92
NOTE- 112p.; Master's Thesis, University of Amsterdam. Chapters 2 through 6 were previously published in several periodicals.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Budgeting; Data Interpretation; *Decision Making; Equations (Mathematics); Foreign Countries; *Generalizability Theory; Mathematical Models; *Measurement Techniques; *Research Design; Retrenchment; *Test Construction
IDENTIFIERS- Decision Analysis; *Mathematical Programing; *Optimization

The application of mathematical programming techniques is extended to the construction of measurement instruments in generalizability theory. Key concepts in generalizability theory are explained and a description is given of: (1) the one-facet crossed design; (2) the two-facet crossed design; and (3) a two-facet nested design. The optimization of decision studies is also discussed. The current study was undertaken to provide test constructors with procedures to determine the optimal design for measurement instruments with more than one facet. Procedures were developed for two pertinent test construction problems. Chapter 1 is an introduction. Chapter 2 describes the minimization of the number of observations given a minimum acceptable generalizability coefficient. Chapter 3 presents a procedure for the maximization of the generalizability coefficient of a measurement instrument given limited resources. An additional two-step procedure for minimizing the generalizability coefficient under a budget constraint is given

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Bayesian Statistics; Comparative Analysis; *Computer Assisted Testing; Computer Simulation; Difficulty Level; Equations (Mathematics); *Estimation (Mathematics); *Mathematical Models; Monte Carlo Methods; *Predictive Measurement; Scoring; Test Construction; Test Format; Test Items
IDENTIFIERS- *Ability Estimates; A Posteriori Index; Flexilevel Computerized Adaptive Testing

A predictive adaptive testing (PAT) strategy was developed based on statistical predictive analysis, and its feasibility was studied by comparing PAT performance to those of the Flexilevel, Bayesian modal, and expected a posteriori (EAP) strategies in a simulated environment. The proposed adaptive test is based on the idea of using item difficulty and past information (observed data) about an examinee to acquire the probability of answering further items correctly. Development of the PAT model is described with reference to: (1) initial items; (2) scoring method; (3) selection of subsequent items to be administered; and (4) terminating criteria. The model was compared to the Flexilevel, Bayesian modal, and EAP strategies in a Monte Carlo simulation study in which the ability levels of 999 examinees were generated using a 71-item test. The strategies performed similarly at the low ability level. At the medium level, the Bayesian modal and EAP strategies were the most efficient. At the high level, the Bayesian modal strategy required fewer items than did the PAT and the EAP strategies. The three strategies produced similar results in terms of error variance and ability estimates. The PAT is potentially useful, particularly in small classroom testing. There are 12 tables of study data, 2 figures, and a 14-item list of references. (SLD)

ED 346 126 TM 018 409

California Academic Partnership Program. External Evaluator's Cumulative Report--1987-90. Volume I.
SPONS. AGENCY- California State Univ. and Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Feb 91
NOTE- 256p.; For volume II, see TM 018 410.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; College Preparation; *College School Cooperation; *Cooperative Programs; *Curriculum Development; *Diagnostic Tests; Educational Assessment; Educational Improvement; *Educational Quality; Grants; Higher Education; High School Students; Program Evaluation; Public Schools; Secondary Education; Shared Resources and Services; *State Programs
IDENTIFIERS- California; *California Academic Partnership Program; External Evaluation; Institutionalization (of Innovations); Partnerships in Education

In 1984 the Governor of California signed into law a bill establishing the California Academic Partnership Program (CAPP), a program to develop cooperative efforts to improve the academic quality of public secondary schools and the preparation of all students for college. CAPP grants are awarded to collaborating secondary and postsecondary institutions to provide students with academic skills for success in higher education. CAPP projects, funded as part of a 3-year cycle, are curriculum projects involving teams of faculty and administrators from public and private schools and between the abstractions and generalizations and the world of personal experiences. Eleven figures illustrate the model and the discussion. There is a 38-item list of references. (SLD)

ED 346 144 TM 018 475

Jett, Daniel L.; Schafer, William D.
Classroom Teachers Move to Center Stage in the Assessment Area--Ready or Not!
PUB DATE- Apr 92
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Educational Assessment; Educational Change; High Schools; Inservice Teacher Education; Knowledge Level; Preservice Teacher Education; *Secondary School Teachers; *Student Evaluation; Surveys; Teacher Attitudes; Teacher Responsibility; *Teacher Role; *Test Use
IDENTIFIERS- *Maryland; Maryland Writing Test; Reform Efforts; *Teacher Competencies

The historical needs for teacher competence in assessment are being increased as educational reform efforts bring new types of assessment into use. A statewide proportional random sample of 1,220 Maryland high school teachers was surveyed to determine the amount of training they had received in classroom assessment and the sources of that training. There were 538 (44.1%) usable surveys. The survey was primarily designed to determine teacher attitudes and knowledge about the Maryland Writing Test. Results suggest that almost one in five high school teachers of English/language arts, mathematics, science, and social studies report they have no training whatsoever in classroom assessment. Almost half have either no training at all or training from a single source. The training that does take place in college or through inservice programs does not guarantee that teachers are knowledgeable and skillful users of effective classroom assessment techniques. Steps that should be taken to assure teacher readiness for center stage in assessment are discussed. There are 14 tables of study findings and a 23-item list of references. (SLD)

ED 346 145 TM 018 477

Nava, Fe Josefa G.; Loyd, Brenda H.
An Investigation of Achievement and Nonachievement Criteria in Elementary and Secondary School Grading.
PUB DATE- Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Classroom Techniques; Comparative Analysis; Discriminant Analysis; *Elementary School Teachers; Elementary Secondary Education; *Evaluation Criteria; Factor Analysis; Factor Structure; *Grading; *Secondary School Teachers; *Student Evaluation; Teacher Attitudes

Criteria that teachers include in grading and the weight given

*Performance Based Evaluation

Student learning is the bottom line for nearly all efforts to establish a national test system. Major efforts in this area are summarized in this paper. The various efforts seem to move ahead independently, but some common ideas include: (1) creating a national assessment system rather than a single test; (2) developing more than multiple-choice tests, especially performance based assessments; (3) devising subject matter standards for assessment development; (4) increasing understanding of commonalities and differences among subject matter areas; (5) clarifying the consequences of use of national assessments; and (6) investigating the impact of national assessment efforts on fundamental teaching and learning. Two attachments are included. Attachment A describes current alternatives being discussed to measure student learning on a national basis. Choices include the National Assessment of Educational Progress and other state and national alternatives. Attachment B contains a chart with further details on these alternatives. The addresses of 14 contact persons and their organizations are listed. (SLD)

ED 346 163   TM 018 554

Noble, Julie; Sawyer, Richard
A Comparison of Two Approaches for Measuring Educational Growth from CTBS and P-ACT Scores.
PUB DATE- Apr 92
NOTE- 38p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Comparative Analysis; *Educational Change; Grade 10; High Schools; *High School Students; Instructional Effectiveness; Mathematical Models; Predictive Measurement; *Regression (Statistics); Sample Size; *Scores; Statistical Significance
IDENTIFIERS- *Comprehensive Tests of Basic Skills; Educational Indicators; Linear Models; Mean Residuals; Outliers; *Preliminary American College Test Plus; Tennessee

The purpose of the study was to compare two regression-based approaches for measuring educational effectiveness in Tennessee high schools: the mean residual approach (MR), and a more general linear models (LM) approach. Data were obtained from a sample of 1,011 students who were enrolled in 48 high schools, and who had taken the Comprehensive Tests of Basic Skills (CTBS) in grade 8 and the Preliminary American College Test Plus (P-ACT) in grade 10. Regression models were developed for predicting P-ACT scores from CTBS scores. In the MR approach, mean residual P-ACT scores were calculated for each high school from a pooled model. The LM approach included effect-coded high school dummy variables as predictors. Indicators of educational change, called Achievement Index (AI) values, were dveloped for each school; AI values were also calculated where race, coursework and grades, or entering achievement level was included in the models. The results show that the LM approach is more sensitive in identifying outlier schools and was less hampered by sample size constraints than was the MR approach. Statistical significance and identifying violations of the assumption of parallel slopes were also easier to determine. Five graphs and one table illustrate the discussion, and there survey results, and describes characteristics of successful programs and approaches at the state level. Section 2, "Children-At-Risk Programs in Michigan," is a compendium of selected program in use in Michigan organized under the following thematic areas: (1) identification and attendance; (2) curriculum options; (3) vocational programs; (4) community outreach and involvement; (5) staff and program development; and (6) miscellaneous. Section 3, "Children At Risk Contact Persons," is a directory of contact people who have been designated by their districts to provide information regarding at-risk programs, as well as a list of contact people for the various at-risk youth efforts in the Michigan Department of Education. Section 4 is a listing of Michigan Department of Education dropout prevention strategies. Section 5 provides a 96-item bibliography of reference materials regarding the issue of at-risk youth. (JB)

ED 346 182   UD 028 622

Crossing the Bridge to Equality and Excellence: A Vision of Quality and Integrated Education for Connecticut.
PUB DATE- Dec 90
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Affirmative Action; Curriculum Development; *Educational Quality; Elementary Secondary Education; *Equal Education; Excellence in Education; *Minority Groups; *Multicultural Education; Public Policy; Public Schools; Racial Discrimination; *School Desegregation; Statewide Planning; Teacher Education; Teacher Integration
IDENTIFIERS- *Connecticut

This report is the product of 17 months of research, consultation, and discussions; and it presents the views of the Connecticut Governor's Commission on Quality and Integrated Education. Connecticut has long acknowledged an affirmative responsibility to desegregate the public schools and guarantee educational quality for all students. The Commission found that the goal of "quality and intergrated education" currently is blocked by increasing racial isolation (i.e., the majority of Connecticut's students remain isolated from daily educational contact with students of other races and ethnic groups). Following its research into the dimensions of racial isolation in education in Connecticut and nationally, the Commission developed the following six findings: (1) educational opportunity cannot be addressed in isolation and public policy should be linked in the cooperative enterprise of removing barriers to achievement and of promoting the common ground that strengthens all in society; (2) a quality education requires an integrated student body and faculty and a curriculum reflecting the heritage of many cultures; (3) every student can learn at high levels from a quality and integrated education; (4) a need exists for communities to appreciate and support public education, and for families and the community to involve themselves in the education of Connecticut's youth; (5) every educator must be trained to teach a diverse student population and use a curriculum that incorporates and honors diverse cultural and racial heritages; and (6) Connecticut needs to attract and employ minority educators. For each finding, the Commission established a goal, indicators of success, and recommendations for achieving the goal. The report discusses each finding separately. Appendix A reports on commission activities from September 20, 1989, through December 31, 1990.

describes current levels of program implementation and the implications of development to date for meeting the six challenges and for replication of the multicultural program in other schools. Appended are two study questionnaires and a comment form. (JB)

ED 346 201   UD 028 688

Wilson, Steven F.
Reinventing the Schools: A Radical Plan for Boston. Pioneer Paper No. 7.
PUB DATE- 92
NOTE- 359p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Problems; Curriculum Development; *Educational Change; Educational Environment; *Educational Planning; Elementary Secondary Education; Instructional Leadership; Minority Groups; Organizational Climate; Politics of Education; Public Schools; School Based Management; School Choice; School Districts; *School Restructuring; *Urban Schools
IDENTIFIERS- *Boston Public Schools MA; *Reform Efforts

This analysis of the Boston (Massachusetts) Public School System considers ways of advancing the opportunity for parent choice of school and program, and ways of breaking the bureaucratic culture of big-city American public schools to introduce a culture promoting innovation and experiment. The Boston public schools system, like large urban districts everywhere, is in trouble, facing low achievement, high dropout rates, white flight, the threat of violence, and administrative problems. Nevertheless, there are outposts of hope in the system's 117 schools, and a growing consensus exists on the necessity of serious reform. This study combines an analysis of school and staff documents, a review of secondary materials, and reports from other districts and leading educators, with data from 50 interviews of Boston administrators and teachers. All evidence points to institutionalized gridlock in the system. Chapters 1 and 2 examine major reform efforts in terms of school choice and school-based management, while Chapter 3 reviews the importance of a vital school culture and community. Chapter 4 examines the role of leadership, and Chapter 5 proposes a plan for encouraging such leadership. Chapter 6 urges a core curriculum. Chapter 7 reviews the budget and effective spending, and Chapters 8 and 9 review mandated special education and bilingual education. Chapter 10 analyzes current school staffing needs. (SLD)

ED 346 202   UD 028 689

Chester, Mitchell D.
Alterable Factors that Mediate the Induction-Year Experience of Teachers in Urban Schools.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Context Effect; Educational Environment; *Educational Policy; *Elementary School Teachers; Elementary Secondary Education;

for bilingual high school students in schools with an influx of newly arrived immigrant students from many countries. Project ABC provided LEP students with instruction in English as a Second Language and native language arts in content area subjects and developed student and parent awareness of career resources and opportunities. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Evaluation findings indicate that the program was well integrated into the two sites as the principals were heavily involved. The project met its objectives for dropout rate and instruction in social studies. Site resource specialists suggested that a family worker was needed to make home visits throughout the project. Project ABC compensated for small staff with several types of communications to parents. An appendix describes the data collection and analysis procedures. (JB)

ED 346 220 UD 028 710

The Students Upgrading through Computer and Career Education Systems Services (Project SUCCESS). 1990-91 Final Evaluation Profile. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 26 Jul 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Education; Chinese Americans; Compensatory Education; Computer Literacy; Disadvantaged Youth; *English (Second Language); High Schools; *High School Students; *Immigrants; *Limited English Speaking; Program Evaluation; Spanish Speaking; Urban Youth
IDENTIFIERS- New York City Board of Education; *Project SUCCESS NY

An evaluation was done of the New York City Public Schools' Student Upgrading through Computer and Career Education Systems Services Program (Project SUCCESS). Project SUCCESS operated at 3 high schools in Brooklyn and Manhattan (Murry Bergtraum High School, Edward R. Murrow High School, and John Dewey High School). It enrolled limited English proficient (LEP) immigrant students, of whom 72 percent were eligible for the free lunch program; 363 students were enrolled in the fall and 279 students were enrolled in the spring of the 1990-91 school year. Project SUCCESS offered instruction in English as a Second Language, native language arts instruction in Chinese and Spanish, bilingual instruction in content area subjects, career orientation services, academic advisement, and college/university consultation for target students. Project SUCCESS also attempted to increase parents' awareness of career opportunities open to their children. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Evaluation findings indicate that the program staff helped newly-arrived LEP students make a smooth transition into the New York City Public School system and encouraged parents to actively participate in various school programs. However, full computer programming was available only for students who speak Chinese or Spanish. It is recommended that Russian guidance and instruction services be added to serve the program's large Russian-speaking population. (JB)

ED 346 221 UD 028 711

Project Porvenir. 1990-91 Final Evaluation Profile. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.

Color Your Classroom V: A Math Guide on the Secondary Level.
SPONS. AGENCY- Department of Education, Washington, DC.; Mississippi State Dept. of Education, Jackson.
PUB DATE- 87
NOTE- 139p.; Product of Mississippi Migrant Education. For related documents, see ED 241 223 and RC 018 699-703.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Decimal Fractions; *Educational Games; Fractions; Geometry; *Learning Activities; *Mathematical Applications; *Mathematics Instruction; Measurement; *Migrant Education; Percentage; Secondary Education; Set Theory; Whole Numbers

This curriculum guide, designed for use with secondary migrant students, presents mathematics activities in the areas of whole numbers, fractions, decimals, percent, measurement, geometry, probability and statistics, and sets. Within the categories of whole numbers, fractions, and decimals are activities using addition, subtraction, multiplication, division, applications, equivalent fractions, LCM and GCF, and conversions. Skills in the percent category involve conversions, calculations, and applications. Within the category of measurement are skills in linear measurement, area, volume, time, temperature, weight (mass), capacity, and money. Within the category of sets are skills involving single sets, subsets, set relations, set operations, and Venn diagrams. Basic graphs are explained in the section on probability and statistics, and basics are presented in the Geometry category. The skills are correlated with the numerical coding of the Math Skills List published by the Migrant Student Record Transfer System. Each activity page includes the skill name and number, the objective, directions, and follow-up activities. Pages are illustrated, with most suitable for reproduction for classroom use. Many of the activities are presented in a game format. (KS) record by administering over 450 Advanced Placement exams, having administered only 10 tests in 1978. The article is presented in three sections. The first section describes the program, discussing origins and backgrounds: student recruitment, the curriculum, scheduling, textbooks used, past graduates as models of achievement, community resources recruitment, and teaching methods. The second section describes the fundamental principles of the Escalante Math Program. Ideas discussed include student, teacher, and parent accountability, hard work, teacher expectation, love for the students, parental involvement, mutual respect, proper nutrition, and preventing drug use. The final section, on psychology and the schools, proposes that teachers who encourage, discipline, and motivate their students can gain their willingness to work and help the students overcome the obstacles to getting an education that inner-city students face. The conclusion describes a vision of mathematics education program of hard work combined with love, humor, and a recognition of "ganas," the desire to learn and ability to sacrifice that young people have, that will provide an educational pipeline taking students from kindergarten through to college completion. (MDH)

historical period (Reconstruction); or around a combination of some or all of the above (Cromwell's Commonwealth). This guide presents ideas for teachers to introduce Jackdaws to their classes. The guide includes a section that provides a range of skill development and evaluation activities appropriate for use with Jackdaws. Another section discusses how to locate primary and secondary sources. Also included in the guide are cross-reference charts that identify traditional curriculum units where Jackdaws can be introduced and their source documents used to add depth to the event or concept being studied. (DB)

ED 345 964 SO 021 613

Zack, David R.; Fritsche, Joellen M.
The Vision of Williamsburg: The Washington and Williamsburg Notebook.
PUB DATE- 86
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- *Citizenship Education; *Colonial History (United States); *Democratic Values; High Schools; *High School Students; Law Related Education; United States History
IDENTIFIERS- *Close Up Program; *Virginia (Williamsburg)

This booklet is designed to help student participants in Close Up's Washington and Williamsburg Special Focus Program make connections between colonial Williamsburg (Virginia) and the present. Students are encouraged to see Williamsburg as a historical backdrop by which to study four fundamental ideas that have shaped the development of the United States: the desire for opportunity, the rights of individual citizens, the concept of equality, and the right to self-government. Each section of the booklet, including one on the founding of Williamsburg, as well as a section on each of the four fundamental ideas, is followed by questions to help students make connections between colonial Williamsburg and the present. (DB)

*Educational Trends; *Nontraditional Education; *Philosophy; Progressive Education; Teacher Education; *Teaching Methods
IDENTIFIERS- Brown (Richard H); Dewey (John); Sartre (Jean Paul); Spalding (John Lancaster)

Seven papers presented at a conference for philosophy of education specialists are documented here. These are: (1) "Teacher Directed Study" (J. Popp); (2) "Ageism and the Youth Cult: Educational Dilemma" (G. Lesnoff-Caravaglia); (3) "A Philosophical Analysis of Richard H. Brown's Pursuit of Genuine Questions in History" (C. E. Samac); (4) "Freedom Education-Towards an Educational Synthesis of Dewey's and Sartre's Philosophy of Freedom" (A. Makedon); (5) "The Renewal of Democratic Education: The Need for Disinterested Criticism" (G. L. Gutek); (6) "John Lancaster Spalding: Idealist or Pragmatist?" (R. N. Barger); and (7) "Abstractions in Progressive Thought" (P. L. Smith). The document concludes with business meeting minutes, a treasurer's report, and the society's membership list. (KM)

(Lancaster, PA, July 29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; Community Control; *Constitutional History; *Constitutional Law; Democracy; Democratic Values; Individualism; Political Science; *Self Determination; United States History
IDENTIFIERS- *Bill of Rights

In the United States, the Bill of Rights is most often thought of as the charter that establishes individual rights in categories such as "freedom of expression" and "rights of the accused." In this essay it is argued that this conception of the Bill of Rights, while perhaps acceptable for constitutional law, does not provide an adequate historical interpretation. This paper seeks to examine the eighteenth-century meaning of the Bill of Rights and the particular rights provided within it. The eighteenth-century conception of rights was more community-oriented than the individual-oriented conception of rights today. A term that describes the eighteenth-century conception of the Bill of Rights is "protected self-government." This concept contains two strands: civil liberties and the right to self-government; and the provisions of the Bill of Rights were designed not only to guarantee civil liberties but also to tie those liberties into the political right of self-government. The right to a trial by jury is used as an illustration. In the late eighteenth century the Founders viewed the right of trial by jury as a right belonging not only to the accused but also to the citizen as juror. It also is contended that there are five basic sources of the concept of protected self-government and its particular provisions contained in the U.S. Bill of Rights. These are English law, Puritan and Whig consent theory, American colonial charters of liberties, first American state constitutional bills of rights, and the constitutional ratification debate of 1787-88. Each of these is considered in turn as it relates to the concept of "protected self-government." (DB)

training curriculum; and (3) 1982-June 1990, marked by an effort to integrate programs and the introduction of the practicum curriculum. The latest revisions to the foundational studies curriculum include development of a course, "Principles, Issues and Practices in Education (PIPE)." The course is designed to provide a firm grounding in the theoretical underpinnings of sound educational practices crucial to the development of creative and reflective teaching and responsible professional conduct. (IAH)

ED 346 029 SP 033 700

McDermott, Peter C.; And Others
You Gotta Believe: Teachers' Perceptions about Their Teacher Preparation.
PUB DATE- Oct 91
NOTE- 31p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; Elementary Education; Higher Education; Methods Courses; Practicums; Preservice Teacher Education; *Program Effectiveness; Questionnaires; *Student Teacher Attitudes; *Student Teachers; Student Teaching; *Teacher Education Programs; *Theory Practice Relationship
IDENTIFIERS- *Reform Efforts; *Russell Sage College NY

The study described here was conducted to examine the impact of reforms made to an elementary education program which include broadened supervised practicums experience for all education methods courses thereby creating a link between theory and practice. Specific attention was given to prospective teachers' perceptions of the usefulness of their teacher preparation program before and after the student teaching experience. Upon completion of required professional coursework and practicums, and prior to and following student teaching, participants (N=41) were asked to complete a questionnaire (copy appended) developed to elicit information with respect to: beliefs about one's ability to teach elementary education subjects; use of various teaching strategies learned in methods courses; and the impact of college coursework in learning to teach. Additional open-ended questions attempted to glean information with respect to perceived areas of strength, concern, and connectedness. Results indicated that teacher candidates with extensive practicums experience begin teaching with confidence and grow in confidence as a result of student teaching; methods courses are valued equally with practicums; and general education and introductory education courses were rated as having the least impact on learning to become teachers. (LL)

DIT results for students, teachers, and teacher educators, and DIT score impact on ethical decisions. (Author/LL)

ED 346 049 SP 033 796

Gutknecht, Bruce; And Others
Preparation of Minority Educators (PREMIER): A Public School/Community College/University Collaborative Program.
PUB DATE- 17 Feb 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; *Academic Persistence; *College School Cooperation; Community Colleges; Elementary Secondary Education; Field Experience Programs; Higher Education; Inservice Teacher Education; *Intercollegiate Cooperation; Learning Strategies; Mentors; *Minority Group Teachers; Preservice Teacher Education; Program Design; *Student Recruitment; *Teacher Recruitment; Teacher Shortage

PREMIER (Preparation of Minority Educators Partnership Program) is designed to find ways to attract and retain more minority teachers in Florida schools. It is a collaborative effort among an urban school district (Duval County Public Schools), a local community college (Florida Community College at Jacksonville), and an urban college of education (University of North Florida). PREMIER has five major goals: (1) to enhance cooperative links among the community college, the university, and the public schools in order to increase the number of minority students entering teacher preparation, improve students' chances of graduating from college, and facilitate the matriculation process from school to community college to university; (2) to identify and recruit more minority students from high schools and community colleges and provide mentoring experiences designed to support them through their undergraduate program; (3) to provide PREMIER students with academic support in basic skills needed for success in the teacher preparation program and in teaching; (4) to provide a wide range of early field experiences; and (5) to provide a counseling/mentoring support system to improve retention and program completion rates. (IAH)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College School Cooperation; Cooperating Teachers; *Course Content; *Decision Making Skills; Elementary Secondary Education; Extended Teacher Education Programs; Field Experience Programs; Higher Education; Preservice Teacher Education; *Student Teachers; Student Teacher Supervisors; *Theory Practice Relationship

IDENTIFIERS- Dilemma Discussion Approach; *Discrepancy Analysis; *Preservice Teachers

The intent of the study discussed in this paper was to document and describe discrepancies between the content of university course work and practices observed in the schools and to examine the thinking and decision making of preservice teachers faced with dilemmas created by the discrepancies. Two fifth year programs that integrated course work with clinical experiences provided the context. Subjects (N=71) were 41 secondary (29 from Portland State University, 12 from Pacific University and 20 elementary level students placed in a variety of field experiences. Data were collected through journals, class discussions, and interviews with cooperating teachers, school administrators, and university faculty. The data were then categorized into areas of most frequent discrepancy: planning, assessment, classroom management, practice, grouping strategies, and teaching models. Findings indicated that students were willing to abandon what they had learned at the university in order to align themselves with the school. Some students reported using instructional practices selectively, based on who was observing the lesson. Discrepancies between university course work and practice in the schools offers an opportunity for collaboration between the university and the school district thus enabling students to work through their dilemmas with the support of a collaborative team. (LL)

changes giving them specific time and authority to interact with teachers in classrooms need to be made. (LL)

ED 346 089   SP 033 855

Baker, Clora Mae
An Investigation of the Developmental Stages of Student Teachers in the Secondary Business Education Classroom.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; Classroom Environment; Classroom Observation Techniques; Classroom Techniques; Collegiality; *Cooperating Teachers; *Developmental Continuity; Higher Education; Secondary Education; *Student Teacher Attitudes; Student Teacher Evaluation; *Student Teaching; Teacher Education Programs; Teacher Responsibility; Teacher Student Relationship

This study was conducted to examine the developmental process of seven student teachers as they: experienced the transition from preservice teacher education student to novice teacher; learned to work with students in the secondary classroom; and became cognizant of the problems related to dealing with teachers, students, and administrators. Data were gathered through daily videotaping of student teaching, which provided a record of interactions with students; fieldnotes; student teacher journals; and on-campus seminars. Results suggest that: student teachers learned to recognize teaching as an extremely complex endeavor; on-going positive critical evaluation was needed; developmental stages occurred sequentially; a good match between student and cooperating teacher is crucial; collegial support is necessary; and business education student teachers are knowledgeable in content areas, but appear less prepared to accept the multiple responsibilities of full-time teaching. An appended table presents major concerns of each participant as identified in daily journals. (LL)

in Chapter 4. Chapter 5 offers alternative solutions to maximizing the generalizability coefficient under budget constraints. Chapter 6 addresses the problem of sampling variability of variance components in generalizability theory. The text is in English and a Dutch foreword and abstract are included. Sixty-seven references are included. (SLD)

ED 346 108 TM 018 289

Smith, Douglas K.; And Others
Stability of the K-ABC: A Five Year Longitudinal Study.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Nashville, TN, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Age Groups; Analysis of Variance; Child Development; Comparative Testing; *Diagnostic Tests; Elementary Education; *Elementary School Students; Intelligence Tests; Longitudinal Studies; Predictive Measurement; Preschool Education; *Test Reliability; *Young Children
IDENTIFIERS- *Kaufman Assessment Battery for Children; Score Stability

The stability of the Kaufman Assessment Battery for Children (K-ABC) was studied by examining its performance over a 5-year interval with 16 non-handicapped children aged 45 to 61 months at the beginning of the study. Global scale stability coefficients (corrected for restriction in range) for Time 1 testing (age 4 years) and Time 4 testing (age 9 years) were: (1) mental processing composite, 0.62; (2) sequential processing, 0.45; (3) simultaneous processing, 0.71; and (4) achievement, 0.63. Repeated measures analyses of variance revealed non-significant differences in global scale means across the four test times. The results indicate a high level of stability for global scale scores from preschool (age 4 years) to elementary age (age 9 years) and from age 6 to age 9 years. Analysis of performance patterns are discussed. There are two tables of study data and a five-item list of references. (SLD)

colleges, and assessment projects providing diagnostic tests and other services. Since 1984, over $7 million have been spent in support of 40 partnership projects involving 165 institutions and over 130,000 students. This comprehensive study reports on the 1987-90 evaluation of the CAPP and the 12 projects funded in the period. In these years, the CAPP served over 50,000 students and was found to have positive effects on: (1) student participation in postsecondary education; (2) student preparation for college; (3) curriculum and instruction; (4) dropout rate reduction; (5) assessment of student learning; (6) student populations of priority concern; (7) relations between secondary and postsecondary faculty; and (8) dissemination and institutionalization of program outcomes. Evaluation findings are presented in 23 tables and 14 figures in the text and appendices. Also included are 119 pages of forms used in the evaluation. (SLD) each were investigated in a sample of 827 elementary school and high school teachers from 18 school districts. A three-section survey was administered to the subjects. Underlying dimensions of grading criteria were studied, and the relationship between including a specific criterion and its weight in a specific classroom context was examined. Elementary school and high school teachers were compared for use of grading criteria. Frequencies of teacher responses to 35 grading criteria were tabulated. Factor analysis and discriminant analysis identified teacher criteria. Teachers indicated that they definitely included five criteria in grading (unit tests, quizzes, essays or papers, effort, and semester tests). Six criteria were identified as probably included (projects, assignments, book reports, class participation, ability, and behavioral criteria), and four others were selected as "probably not" (spelling, grammar, handwriting, and aggressiveness). Gender, parent involvement in school activities, and parent involvement in class activities were identified as definitely not to be included. Four factors were identified as underlying dimensions of the grading criteria: (1) classroom behavior and characteristics enhancing the learning process; (2) measures of achievement and academic content; (3) student behavior and non-content academic skills; and (4) traits and factors external to the classroom. Clear differences were seen between elementary school and secondary school teachers. There are nine tables of study findings and a 12-item list of references. (SLD)

are two references. (Author/SLD)

ED 346 164 TM 018 581

Reinhardt, Brian M.
Estimating Result Replicability Using Double Cross-Validation and Bootstrap Methods.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Uses in Education; *Estimation (Mathematics); Heuristics; Mathematical Models; *Research Methodology; Social Science Research; *Statistical Significance
IDENTIFIERS- *Bootstrap Methods; *Cross Validation; Empirical Research; Null Hypothesis; Research Replication; Statistical Package for the Social Sciences

Statistical significance is often inappropriately equated with evaluating result importance and evaluating result replicability, even though these are three somewhat different issues. The prudent researcher must separately assess each of these elements of the "research triumvirate" by using different methods. This paper focuses on two types of empirical methods for estimating research result replicability: double cross-validation, and bootstrap procedures. A commonly available statistical computer package, the Statistical Package for the Social Sciences (SPSS-X), is used to carry out the steps required for the double cross-validation procedure, and a recently developed microcomputer program package (developed by C. E. Lunneborg, 1987) is implemented to demonstrate the bootstrap logic. Both methods are applied to a heuristic data set of observed values of three independent variables and one dependent variable for a sample of 25 subjects. It is concluded that although each procedure has some shortcomings, the advantages of using either far outweigh the disadvantages. There are 5 tables of analysis data and a 19-item list of references. (SLD)

Appendix B summarizes a public opinion survey of 750 citizens. Appendix C presents a 38-item list of sources. (SLD)

ED 346 183 UD 028 641

Cruz, Jose E., Ed.
Puerto Ricans: Breaking Out of the Cycle of Poverty.
PUB DATE- Jun 90
NOTE- 109p.; Background papers for presentations at the Annual Meeting of the National Puerto Rican Coalition (9th, Boston, MA, November 2-3, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Affirmative Action; Census Figures; Civil Rights; Community Programs; Conference Papers; Economically Disadvantaged; Family Structure; Females; *Hispanic Americans; Labor Force; *Poverty; *Puerto Ricans; Racial Discrimination
IDENTIFIERS- Language Minorities

This report contains three background papers for reports presented at the ninth annual conference of the National Puerto Rican Coalition (NPRC) in 1989 and a discussion concerning Puerto Rican Americans and the cycle of poverty originally presented at a conference. The first paper, "Beyond the Census Data: A Portrait of the Community" (C. E. Rodriguez), analyzes the 1990 Census data including questions concerning the methodological limitations of that data and, therefore, the questions that it cannot answer. The second paper, "The Puerto Rican Family and Poverty: Complex Paths to Poor Outcomes" (D. T. Gurak and L. M. Falcon), uses several sources of data on the migration, family formation, and labor force histories of Puerto Rican women in an effort to better understand the sources of the high incidence of poverty in this population. The third paper, "Developing a Community Based Strategy To Address the Persistence of Poverty in the U.S. Puerto Rican Community," presents a NPRC strategy involving its own network of community organizations. The strategy identifies the following areas for intervention: (1) educational reform; (2) jobs training; (3) application of the 1988 welfare reform; (4) community economic development programs; and (5) civil rights enforcement. The document closes with an essay by L. Bonilla that reflects on the other three papers and the issues they raise. Included are 117 references and 1 table. (JB)

Organizational Climate; Qualitative Research; *Secondary School Teachers; Socialization; State Surveys; Teacher Attitudes; Teacher Supervision; *Teaching Experience; *Urban Schools
IDENTIFIERS- Hartford Public Schools CT

This paper reports the findings from the qualitative component of a study of first-year teachers in urban schools in Connecticut during the school year 1989-90. Five first-year teachers, each from a different school in the Hartford (Connecticut) Public School System, were interviewed at 2-week intervals throughout the school year. The study was designed to identify alterable factors that mediate the first-year experience. Previous conceptualizations of the first-year experience are analyzed, and policy implications are identified in light of the experience of these teachers. Four perspectives on the first-year experience that are prevalent in the research were examined: (1) adult socialization; (2) reality shock; (3) attitude and efficacy changes; and (4) teacher concerns. Findings suggest that by attending to beginning teacher age and school culture when assigning novices, promoting opportunities for adult collaboration, and encouraging administrator attention to the instructional performance of teachers, urban schools can positively affect the induction-year experience. There is a 50-item list of references. (SLD)

ED 346 203 UD 028 690

Robinson-Lewis, G.
Summative Evaluation of the School Within-A-School (SWAS) Program: 1988-1989, 1989-1990, 1990-1991.
PUB DATE- Aug 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Enrollment; Grade 7; Grade 9; *High Risk Students; High Schools; *House Plan; Junior High Schools; *Program Effectiveness; Program Evaluation; Program Implementation; Public Schools; School Desegregation; *Secondary School Students; Student Attitudes; Summative Evaluation
IDENTIFIERS- Kansas City Public Schools MO; Reform Efforts

The School Within-a-School Program (SWAS) of the Kansas City (Missouri) Public Schools was established as an intervention/reform program, which became part of the court-ordered desegregation program, for at-risk students in grades 7 and 9. In the last year of evaluation, the group consisted of 678 students. This summative longitudinal evaluation examined the following four areas: (1) enrollment; (2) program implementation; (3) perceptions of program participants; and (4) achievement. Achievement test scores were within program guidelines, but scores on the Iowa Tests of Basic Skills were higher for SWAS students during their participation than for their previous two school years. The SWAS helped students improve their attendance and grades, and many students felt it helped them improve their basic skills. Classroom observations showed evidence of successful implementation of the Linking Learning Model. Both administrators and teachers were committed to the goals and objectives of the program and were satisfied with the support provided by SWAS resource teachers, but they suggested major changes for the next year, including expanding to grade 10. Personnel selection and training were also considered in need of improvement. The findings support the conclusion that the district needs to ensure program stability for the SWAS program. Thirteen tables and seven bar graphs

PUB DATE- 26 Jul 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Career Education; Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; *Elementary School Students; *English (Second Language); Immigrants; Intermediate Grades; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Evaluation; *Spanish Speaking; Urban Youth
IDENTIFIERS- New York (Bronx); New York City Board of Education; *Project Porvenir NY

An evaluation was done of the New York City Public Schools' Project Porvenir. During the 1990-91 school year, Project Porvenir operated at 4 elementary schools and served 501 Spanish-speaking students in grades 4, 5, and 6, of whom 85 percent were eligible for the free lunch program. The students were of limited English proficiency and were served with bilingual general and special education classes aimed to develop skills in English as a Second Language and native language arts as well as work skills through career education Project Porvenir also aimed to increase parent awareness of career opportunities for their children. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Analysis found that cooperation between regular school staff and project staff was a strength of the program and that the regular school staff assumed increased responsibility for implementing bilingual career awareness in their classes. The project was also found to have used effective strategies in mainstreaming students and developed functional bilingual career resources center in the four project schools. The following recommendations are highlighted: (1) increased data collection; (2) modification of objectives; and (3) examination of reasons why the percentage of students meeting attendance objectives was so low. (JB)

ED 346 222 UD 028 712

Career Awareness in Education (Project CARE), Community School District 10. 1990-91 Final Evaluation Profile. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 26 Jul 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Education; Compensatory Education; *Elementary School Students; *English (Second Language); Immigrants; Intermediate Grades; Junior High Schools; *Junior High School Students; Limited English Speaking; Middle Schools; Native Language Instruction; Program Evaluation; Spanish Speaking; Urban Youth
IDENTIFIERS- New York City Board of Education; *Project CARE

An evaluation was done of the New York City Public Schools' Career Awareness Resources in Education Project (Project CARE). During the 1990-91 school year, Project CARE operated at 4 schools serving 710 immigrant students of limited English proficiency in grades 6, 7, 8, and 9. The program provided instruction in English as a Second Language, native language arts, bilingual content areas subjects, and career education. The project also provided students with tutoring and a variety of non-instructional and support services for students and parents as well as support services and training for teachers.

Abdel-fattah, Abdel-fattah A.
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